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Programs for October

Education, or a knowledge of it, is not achieved in a hurry. A program dealing with that important subject, which would reach our associations only a few days before their education meeting in November, would give no time for study and preparation, so this month we are laying before you the various ways in which we may take

Our Place in Education

We have constructive work to do in the home and in the community; we owe the closest co-operation to the school, and we need to establish helpful relations with all the other movements for child welfare and civic betterment. Some of the articles suggested may be too long for program use in their complete form, but selection may be made. In the programs for the Parent-Teacher Association, for instance, the paper on "The School of the Screen" alone will furnish material for an afternoon's discussion.

For the High School

1. *Is the Modern Parent a Failure?*
2. *The School of the Screen.*
3. *Our Part in Education Week.*
4. *The President's Message.*

For the Mothers' Club or Parent-Teacher Association

1. *Bringing Boys, Girls and Books Together.*
2. *Teaching Honesty in the School.*
3. *Safety Education Saves Lives.*
4. *The School of the Screen.*

For the Pre-School Circles

1. *Getting Rid of the Gang.*
2. *Educating the Child at Home.*
3. *A Mother's Hymn, and When Mother Reads Aloud.* (Read by two members.)
4. *Discussion of YOUR Part in Education Week.*



The President's Message



ALWAYS stimulating and instructive to those who follow things educational, the 1923 meeting of the National Education Association took on additional interest and importance from its close connection with the World Conference. Beginning three days after the opening of the International Congress, it picked up the threads of that great and colorful assembly and wove them into the warp and woof of its own making, strengthening the one and vitalizing the other to the lasting benefit of both.

The gaze of the multitude of delegates, which had been reaching to the uttermost parts of the earth, was drawn to a closer focus on the city of Oakland at the opening session, held Sunday evening in the splendid Civic Auditorium. The program was given over to the Pan-Pacific Union, and it brought together the members of the two great conventions for a week of co-operative study of the problems and conditions common to educators the world over.

There were really two programs, one providing for numerous addresses on questions of a general nature, the other concerned with the many sections and departments of the "N. E. A.," at which technical subjects were discussed from every conceivable angle. It was a very marvel of a plan, offering only one point for criticism—the fact that the constant overlapping necessary to fit so many sections into the whole made it tax the ingenuity of most of us beyond its limit to be in two or three places at one time, and to digest a dozen substantial intellectual feasts in each brief day.

In eight years the National Education Association has grown from a membership of six thousand to an enrollment of 140,000, making it the largest organization of teachers in the world, eclipsing even that of Great Britain, which has held the banner until now. Oakland was ready to welcome this colossal guest, and amid flags and bunting and patriotic music, opened her arms to its thousands of delegates, decorating each with the gorgeous California poppy which turns her fields to gold and dispensing armloads of roses among the passing visitors.

Oakland, too, boasts a Civic Auditorium, on the shore of a sky-blue lake, and its theatre was crowded to the doors at every opportunity. When there were no speeches to listen to—people *had* to stop for breath now and then—the crowd surged out into the vast halls and wandered among the educational exhibits and stored up ideas for future reference about motion picture machines and books and vocational material and sewing machines and posters and furniture, until a hurried consultation of the fat volume of the Official Program sent them scurrying off like the White Rabbit, murmuring, "I shall be late, I know I shall!"

It is hard to get beyond the first day, and on the first day it was hard to get beyond the first event, when the curtain rolled slowly up, disclosing the speakers, for before a word was spoken, the soft sound of music ushered in three picturesque figures, all in white, with scarlet sashes and with the lovely "lei" of Hawaii around their necks, two playing on the guitar and ukulele and the third bearing on a flower-crowned cushion a gavel of native wood, and a magnificent wreath which he threw around the neck of the smiling but somewhat embarrassed President, whose dignified cut-away suit was not planned to be a background for such tropical adornment. The beautiful voices floated out in one dreamy Hawaiian melody after another and we could not let them go until they had sung "Aloha Oe," the farewell which must always be the last to linger in one's memory.

The audience itself was interesting, those earnest men and women who have dedicated their lives to the making of a nation, who have taken over the physical, mental and moral welfare of the children of this great country and had come, many of them

thousands of miles, to learn better and better ways of doing their work from the best authorities in America.

Mr. Will C. Wood, the brilliant State Superintendent of California's schools, said, in closing his welcoming address:

"We are assembled at a critical time in the history of the American public school system. The teachers of America are trustees of America's destiny and I am convinced that in this time of crisis they will not be false to their sacred trusteeship. Being a human institution, the public school has its frailties and shortcomings. The leaders in education must find the weaknesses in the system and overcome them. But the extension of public education is not a weakness and we must stand like adamant against the attempts of men who would pay the debt of the war by discounting the educational opportunities of American boys and girls."

THE MOVING PICTURE OF THE SCHOOLS

In his response, Dr. Winship, called the Dean of the Convention, made some comparisons which made us realize how much may be hoped for in the next decade, when we see what the past ten years have produced. Speaking of the changes which had taken place since the meeting in San Francisco in 1915, he said:

"These eight years have seen greater changes in the interest of educational democracy than did the seventy preceding years. High school enrollment has increased more than 100 per cent. Then colleges and universities had experts scouring the country for recruits. Now they have installed barbed-wire protection to keep out the high-school crowd. Then most colleges had a preparatory department, now a college would be ostracised if it had any non-standardized students.

"Then no State required a boy or girl to be sixteen years of age or have an eighth grade diploma before leaving school for work. Now two-thirds of the children of the United States are under such a law. Then there was no State with teacher tenure. Now no State is respectable without it.

"Then no State had a minimum salary law nor a minimum professional attainment law. Now they are required by 'good behavior.'

"Then in only three States did the State normal schools have college courses and give college credit. Now more than ninety State normal schools are authorized to provide college work looking to a degree. Eight years ago a consolidated school was a curiosity. Now there are a thousand of them, the poorest of them palatial as compared with the best 'little red schoolhouse' of 1915. Then there were a few teachers' homes in country districts. Now there are a thousand, some costing \$50,000 and more.

"Then most State superintendents were elected on a political party ticket. Now a State hangs its head in shame when a political overturn affects the State department. Then every county superintendent was a political product. Now educational qualification often supersedes political affiliation and where politics are still effective both parties stress the educational qualification of the candidate."

EDUCATION FOR PARENTHOOD

Alma Binzel, Assistant Professor of Child Training in the University of Minnesota, urged that the way to cure present conditions in home training was to "stop knocking the parents who are doing as well as they have been expected to do up to date, and teach them how to do their important and complex work better."

Miss Binzel indicated that constructive efforts arriving at education for parenthood are already so well launched in progressive schools and communities that optimism concerning the families of today and tomorrow is well founded.

"Courses in the mental health of children are coming to be recognized as essential to good parenthood as are courses in physical health," she added. "Laboratory work

in the form of actual care and management of young children by home economic students has already been provided in eight universities. This work will be increased in variety and amount as soon as the distribution of university funds realize that adequate laboratory practice is as essential in this field as in any other. No farmer would send his son to study agriculture at a college where the livestock is limited to one specimen each from cattledom, pigdom, poultrydom, and beedom. Soon the laboratory facilities for study of children will include nursery-kindergarten schools, attended by at least thirty children ranging in age from the cradle to six years."

Programs of departments and allied associations filled the afternoon, and the first day was brought to a close by a splendid meeting in San Francisco, at which the outstanding addresses were those by President Owen, on "The Changing American School Program," and Dr. Charles Judd, on "Educational Research and the American School Program," both full of information and suggestion for future progress.

OUR OPPORTUNITY

To our organization perhaps the most important moment was that in which the message of the Congress was for the first time placed before the National Education Association in its Representative Assembly, and we asked their recognition of "Parent Power: a School Auxiliary." At this second session, in addition to Parent-Teacher Associations, the assembly discussed Character Education in the Schools, Co-operation with Motion-Picture Producers for the Advancement of Visual Education, and the adequate remuneration of teachers, beside listening to the reports of officers and commissions! And then they spent the afternoon at more section meetings—and some of them yielded to the lure of the great outdoors—and they all came back in the evening for an exhaustive study of the American School Program, from the points of view of the Nation, the State, the City and the Country. Truly, the honor of being a delegate brought with it a demand for payment in hard labor, both mental and physical, but the rewards were correspondingly great, and the inspiration gained in those strenuous days will come back to tide many a weary laborer through hours of black discouragement. In response to a number of requests, the text of the Congress message will be given in the next issue.

FOR TEN YEARS TO COME

Adequate public school finance, rigid Americanization of the foreign born, a new rural school policy, a drive against governmental parsimony in education, State and national, these essentials were declared to be the American school program of the National Education Association by Ellwood P. Cubberley, dean of education, Stanford University.

Dean Cubberley's address to the convention may be summarized in six points, which, in his judgment, constitute the central features of a forward-looking program, covering at least the next decade of service. They are:

1. A comprehensive education program to aid in the assimilation of the foreign born.
2. Such a reorganization of school curricula as will better adapt the schools to new conditions and needs in national life.
3. The reorganization and redirection of rural education, that the best of American farmers may be retained on the farms.
4. A much more general equalization of both the advantages and the burdens of education through a more extensive pooling of the costs for maintaining what is for the common good of all.
5. Provision for the placing of an adequately educated and adequately trained teacher in every classroom in the United States; and

6. The nationalizing of education in the minds of our people, with some intelligent form of national aid in school support to insure a better equalization of both the advantages and the burdens of education as between the States.

They were all *big* plans that these people were making, programs not to be rushed through in a year, but worth time and trouble, and from this attitude of mind, which seemed to grow more pronounced as the days went by, we gained perhaps our greatest lesson. Our plans, too, must be big and worthwhile and made to be carried out, not merely approved or talked about. If we have been admitted by right of our growth and our professed ideals to this world fellowship of educators, we have taken but the first step; our task now is to hold our place and show ourselves worthy of the recognition we have received. The profession of parenthood has been moved up into the class of "big business," and we must show our faith in the dignity of that calling by giving to it the thought and study and devotion which it merits. At the roll-call of the World Conference of 1933 let us be ready to answer "Present" and to report progress.

MARGARETTA WILLIS REEVE.

ONE OF OUR FRIENDS

THE State Superintendent of Public Instruction in Indiana has loyally supported the work of the Parent-Teacher Association. His enthusiasm for the work is shown in the following statement:

"That the teachers and school officials need the counsel and organized support of parents is as evident as is the need of directed leadership of youth. The training of children must be of necessity a co-operative undertaking. The all-important part of the school is the pupil. Very naturally, the parent is more interested in the child than anyone else; so much so that he has established the school to supplement the home in child guidance.

"True it is, teaching is a vocation; so is parenthood. But the two are primarily interested in the same thing—the child. Directing childhood in the home and in the school are so bound together that the work of the one supports and fosters the other and the measure of success depends upon the harmonious working together of the two forces.

"It is one thing to provide for the natural needs of a child and quite another, and equally as important, to provide mental and spiritual leadership. The responsibility of the first falls upon the parent; the responsibility of the latter falls upon the home, the church and the school. Lack of genuine planning and execution, real co-operation between these agencies is but an indication of the need of better leadership in one or the other.

"Believing in these things, the State Department of Public Instruction invites the continued counsel and co-operation of the Parent-Teacher workers and again expresses its sincere appreciation of the fine spirit with which they have assisted in the all-important task for which the school is maintained."

(Signed) BENJAMIN J. BURRIS,
State Superintendent of Public Instruction.

The most fortunate men and women are those who have worthy work to do and who do it because they love it.—G. Batchelor.

BRINGING BOYS, GIRLS AND BOOKS TOGETHER

BY HILDEGARDE HAWTHORNE

AMONG all the gifts you can make a child there is none more conducive to his present and future happiness and content, none more likely to add richness to his life, than—hold on, not a book! Not a book, but—the habit of reading. Give him the habit of reading, and train that habit toward reading with discrimination, and you have done something for which he may well be thankful all his days.

Books should be the daily companions of a child's life. And they ought not to be linked too closely with the school. You don't want to create the idea that reading is a task, a lesson. It's the fun, the good time, he can get out of reading that needs to be emphasized. You want to make him enjoy reading, so that reading will become a treasured part of his daily life; and there is nothing difficult about this. Books really are good fun, and various in appeal and interest as are the minds that seek them. There is hardly an activity in the existence of a boy or a girl that can not be extended into books. There is no dream, no ambition—and children are full of dreams and ambitions—that reading will not help. There are a hundred methods of approach.

A FRIEND IN NEED

One important item is to get away from the notion that Christmas is the only season for giving books. There should be something spontaneous in book gifts. If your boy or girl talks to you about something interesting to him or her, give a book on the subject during the next day or two. It might be something in nature that had aroused comment or inquiry—bird, plant, mountain—or travel, or some hero of the past; it might be music, it might be camping or athletics. Whatever it is, it has its book or books, and is capable of confirming in the young mind the idea that a book is a friend in need, a thing for every-day use and pleasure. A bunch of books given at Christmas can never produce that particular effect. And then, Christmas is a

time when most people are too rushed to give fit consideration to book buying for children. They do the best they can, but it is a poor best. If books are spread over the year, they are far more likely to be wisely selected than if they are given only at Christmas. You cannot give books suited to vacation reading in the hurly-burly of Christmas shopping. And yet vacation is the most important season for training a child's reading faculty, for inoculating him with the real passion for books that will be so precious throughout life.

Another important item: talk about the books your child is reading. Discuss them, rouse comment and criticism. There are children who gallop through books, and appear to be readers, who are nothing of the sort. The book sped through has told them nothing and has left nothing behind it in their minds. Any book will do for this kind of child. He reads to pass the time, to hypnotize himself, as it were, during moments or hours that would otherwise be a bore. Reading of this kind is poor stuff. But if you get your youngsters to discuss their reading, you will make their interest a living thing. Not in a pedantic manner, but freely and naturally. If they utter what seem heresies to you, never mind. The great thing is to have them thinking about what they read, and keenly alive to it.

Then, you can talk to a child about things which will lead to reading. And of course you can tell stories, stories that they will find amplified in some chosen book. A little girl belonging to a friend of mine has been reading the three enchanting volumes by Pyle based on the Morte d'Arthur legends. She was started on these by hearing two or three stories of knights and magicians; a few days later the first volume was presented to her, and talked about. She was told something of Pyle himself, something of the sources from which he drew his tales; the book was made real and human. And soon afterward there

was mention of the Tennyson poems based on the same stories, then parts of these were read aloud, and next the little girl was reading them, too. Merely giving her the Pyle books as a Christmas gift could not have made them the living friends they are to her, could not have linked her to that rich field of legend and story and poem into which she has entered.

FRIENDS, NOT TASKMASTERS

We are too apt to leave it to the schools to introduce our children to the classics. The trouble there is that the book becomes not a friend, but a taskmaster. You can't force enjoyment. And you can not form a habit of reading without enjoyment in the business. Yet it is true that without a knowledge of our classics no one can be considered educated. They are, after all, the foundation of our language and our thought. Happy, then, the child who comes to them simply and easily, with no notion that he is doing something expected in reading them. In these days, when the great books are brought out so charmingly, so sumptuously, a classic need not be made alarming. Walter Scott, Dickens, Mrs. Gaskell, Washington Irving, Shakespeare and the poets, even the great historians such as Motley, Prescott and Macaulay, are all the best of reading, and

much of them is full of appeal to young readers, if only they are given a decent chance. The teens can enjoy Carlyle keenly and read Ruskin with pleasure if the reading habit has been formed earlier, and trained on good things—on the great old fairy-tales, on Lamb's Tales from Shakespeare, on Stevenson, on the lyric poets. Children are naturally fond of poetry if it is read to them with sympathy, above all with that inner enthusiasm which makes itself felt. They do not have to understand it entirely in order to love the beauty of its music, its cadenced charm of phrase.

There is, of course, a great difference in the turn for reading shown by different children. Suppose your boy says he hates to read. Will you be satisfied with that?

How does he really know anything about it? Try him out a little. Begin with good detective stories, if there is no better road. But *good ones*. Mystery tales that are excellent mysteries, certainly, but that are also well written, that have distinction. These exist; there are, indeed, a good many of them. Few boys can resist them. After two or three of the latest, give him one of Wilkie Collin's, and then one of Poe's. Not so much because they are better than the new ones, but because they will let him see that all the stories are

CHILDREN'S BOOK WEEK November 11th to 17th, 1923



More Books In The Home!

not written today; that the past exists. Avoid only the cheap book, the poorly done piece of work. There are hundreds of these cheap and thin books, and only too many of them are brought out especially for the young. Don't have them in the house.

BUY IN HASTE, REPENT AT LEISURE

And for this one reason, if for no other, do your book-buying for the children all through the year instead of at one hurried season. Know the books you give. Know at least something of the work of the men who have written them. Remember that books are playmates quite as much as your child's boy and girl friends. Don't give him a vulgar or badly written book as a companion. The subject does not really matter as much as does the method. That is the reason why many a child who is left to browse in a fine library and who reads anything he cares to among the well-chosen books on the shelves can often read books that in their subject are hardly suited to his years, that discuss human relationships he is not meant yet to realize, without the least harm, because the method is fine, the mind with which he is in contact of the best. A child lives in a world where much is incomprehensible to him; he is not disturbed when he meets incomprehensible portions in some book. He merely lets that slip by him, keeping to the story itself, liking the characters or disliking them for reasons of his own.

One clever woman keeps what she calls a rainy-day hoard of books for her youngsters. These volumes she has chosen carefully from time to time and laid aside till vacation days arrive. She has had time to read, or at least to look pretty thoroughly into each of the books. She has chosen them to meet the varying tastes and demands of the children to whom they are to go. When the rainy day comes, perhaps spoiling some picnic or other planned-for pleasure, and the children are disconsolate, she draws from her hoard.

These rainy-day books are the best procurable, and they are good stories, too.

Or if they are not stories, they are on subjects dear to one or another child. She has given most of W. H. Hudson's nature books on such occasions, for one of the children is an enthusiast on birds and animals. She has given delightfully illustrated editions of such poems as "Evangeline" or "Marmion." She has given rousing tales of adventure and thrilling fairy-stories. She has White's "Boy's Life of Daniel Boone" ready for a call this coming year, a book written for boys, maybe, but written as well as any such book can be written, making a living, breathing portrait full of romance and the flavor of its day. She has books on butterflies and wild flowers, she has books by Enos Mills and John Muir on our National Parks and the animals that live in them, for the family takes an occasional vacation in these wonderlands, and she wants the children to know about them beforehand, a thing they delight in. It is wise to remember that almost every child is keen on information, information that links up in some way with the life he leads or expects to lead, or that some one he likes leads.

THE SPORT OF READING

It is as a living interest that books should be presented to your child, and this does not keep out old books, nor fairy-books. For imagination is a living quality of the child's mind, and this quality is appealed to in the reconstruction of an older day such as is found in "Ivanhoe" or in Hawthorne's books of Greek and Roman days and legends, or in a new book of stories such as Hugh Lofting's delicious fooling or Bowen's "Solario the Tailor," with all its colorful yarning. There is no surer way to kill an incipient love of reading than by boring the young reader. The best story in the world, if it does this, is bad for him. If it is dead to him, lead him away from it as swiftly as may be.

All the same, it is not impossible to win a child to reading a book that you know is worth reading and feel pretty sure has its interest for him, even though he makes a slow start with it. Then is the time for you

to talk about the book in a way that will reveal its true spirit. You need tact for this, but if you are going to get anywhere with a child, you know how much you need tact in all your interchanges with him. And you are going to get quite as much fun out of this business of introducing your boy to literature as he is in meeting the "critter." If reading were not treated with so solemn a countenance there wouldn't be half so much trouble about seeing how entertaining the thing is. If going to the movies or playing baseball or fishing or hunting or camping were presented to our young people with the deadening gesture which we have come to employ in presenting good stuff to read, these things would have to be taught in school and made obligatory in getting a degree, or they would cease to be. Make reading a sport, or rather acknowledge that it is a sport, and see to it that the best materials for read-

ing only are allowed, and reading will get the prestige and give the delight it should get and is able to give. Make it at once casual and important. Let books appear, new and often, on the living-room table. Talk them over at least as much as you do your meals and the change of bill at the motion picture theater. The joy in books is one of the great and most lasting joys of life, and it is worth giving some thought and trouble to seeing that your children do not miss this joy, and that they come to know it in its finest and most various expression. Above all, begin young. Begin with the babies and the picture-books, the little songs and stories, the charming fancies in color and rime that flutter from the presses like butterflies, and spread the pollen of the love of books wherever they settle.

(By permission of the *Literary Digest International Review*.)

WHEN MOTHER READS ALOUD

· Author Unknown

*When mother reads aloud, the past
Seems real as every day:
I hear the tramp of armies vast,
I see the spears and lances cast,
I join the thrilling fray:
Brave knights and ladies fair and proud
I meet, when mother reads aloud.*

*When mother reads aloud, far lands
Seem very near and true;
I cross the desert's gleaming sands
Or haunt the jungle's prowling bands,
Far heights, whose peaks the cold mists shroud,
I scale, when mother reads aloud.*

*When mother reads aloud, I long
For noble deeds to do—
To help the right, redress the wrong;
It seems so easy to be strong,
So simple to be true.
Oh, thick and fast the visions crowd
My eyes, when mother reads aloud!*

If I might control the literature of the household, I would guarantee the well-being of church and state.—Bacon.

TEACHING HONESTY IN THE SCHOOL

BY WILLIAM BYRON FORBUSH, PH.D.

Managing Director of the National Honesty Bureau

JOSH BILLINGS was once urged to "take the bull by the horns." He objected: "I prefer to take the bull by the tail. I can hold on just as well, and I can let go a good deal easier." His remark illustrates the two ways of teaching honesty, the direct and the indirect methods. You can take the bull either by the horns or by the tail.

Most teachers prefer the indirect method. There are many useful indirect ways of teaching honesty. "Arithmetic," suggests one of our educational authorities, "may not cure lying, but it is a powerful tool for discipline in telling the truth." You cannot be dishonest with a problem in arithmetic and ever get the correct solution.

The most useful service of arithmetic to honesty is obtained by the project-method. The following are suggestions as to the problems that are likely to arise or that may be brought up in the daily work in the school.

1. Figuring out the expense to a citizen or the city of a case of wilful or careless damage, incidentally discussing the blame and the penalty.

2. Estimating the pupil's own budget and thus demonstrating whether all his expenses are fair to his parents or to himself.

3. A device that has been employed in Philadelphia in connection with the work in household economics is to plan for an imaginary family. This family may be that of "John Penn," consisting of himself, his wife and two children, a boy and a girl. The pupils assign to the father a definite income. They then decide whether he can afford to buy a lot and build a house. They compute the dimensions of the lot and the cost of the house in detail. They even settle on the cost of the clothing for each member of the family. They plan how Penn shall finance these various operations, decide how much money he may wisely and honestly borrow, what

comforts he may have, and what others he ought to wait for, and inquire whether, after his house is finished and furnished, the family can afford a phonograph or an automobile. Such calculations are valuable not only as exercises in commercial arithmetic and in practical thrift but directly in honesty. They bring home to many a child who comes from a home where no budget is kept, where borrowing is careless and conscienceless, and where luxuries are bought that cannot be afforded, the principles of an honorable, self-respecting, self-supporting life.

THRIFT AS A HELP TO HONESTY

To value thrift chiefly because of the actual saving of money that it enables the child to make is a mistake. Thrift helps build character.

By saving, one avoids the chief evil of being driven by necessity to borrow or take the property of others. "Spend your money *after* you have earned it; never *before*." Never was a maxim more needed today than is this one of Lyman Abbott. The man who has never tried to own anything that he has not saved to pay cash for is not strongly tempted to take what is not his own.

If you will start a school bank, encourage every pupil to make a budget, and stimulate each one to earn and to save, you are asking not only for a richer America, but for an honest America.

SCIENCE AS A HELP TO HONESTY

The exercises of science study are a direct drill in honest work. First, the pupil must see accurately. If he is not accurate in his observations, he will not get results. He must experiment and record accurately. Before he learns how reliable nature is, he may try to deceive his teacher by telling her that he followed instructions exactly, but his own work will prove self-checking, and condemn him. Finally he must report

faithfully, because if there is self-deception, no matter how innocent, he will fail. He will not learn the secret.

TEACHING HONESTY THROUGH HISTORY

When a boy sees or hears of abundant instances where men of affairs gain money crookedly he gets a shortsighted view of life, and thinks that men have always found the dishonest way the more profitable one. The boy needs a background. Then he will learn that in the long run unrighteousness has been the ruin, not the profit, of nations and of men. In teaching history we have the opportunity, as Professor Frank C. Sharp has written, "to develop an admiring loyalty to the best there is in our present economic society; to make the boy realize it isn't all rotten (if he is an under dog) or merely a field for exploitation (if he thinks himself destined to be one of the leaders), but as essentially a sound institution, with many imperfections no doubt, but capable of tremendous improvements. Then it can be shown how trustworthiness is the very foundation of such a society." No society has lasted, or ever can last, upon any other basis.

The young child is not capable of appreciating what have been called "landscape studies in history." He can better understand biography. The most effective and convincing biographies are found in the newspapers, in the accounts of the actions of the men of today.

History is being made every day, and a man does not have to be dead or distant to be a hero. Many a lesson of integrity is in plain sight in the honest ministrations of the milkman, the janitor, the postman, and the policeman.

WHAT TO LOOK FOR IN THE NEWSPAPERS

Look for examples of constructive honesty, rather than of dishonesty. Seek stories of fighting honesty. The other night in a Community House in California, a citizen made a public charge of bribery. Thereupon a distinguished man of high honor, an attorney and a man of peace, leaped to his feet, ran forward, and shook his fist in the face of the offender, charging

him with bad faith and challenging him to make good on his statement. The school principal who saw this scene said, "I wish that this could have been witnessed by our whole student body. I think they would have felt the thrill of fighting honesty and the excitement of righteous indignation. It might possibly have inspired some of them to fight in a similar spirit in athletics, in their other school affairs, and in their daily conduct."

For nearly twenty years there have been compiled in the schools of Louisville scrapbooks, to each of which is given the title, "The Book of Honor." In these are collected instances of integrity and heroism that have been gathered by the children from the daily press or noticed by them personally. The citizens have come to believe that these collections are of great value to the young, so much so that now annual prizes are given for their excellence or their beauty.

Did space permit we might discuss the chances for emphasizing honesty that occur in the manual-training and domestic-science rooms, the opportunity in school debates and themes, and most of all the supreme privilege of making the playground a veritable laboratory of fair play and sportsmanlikeness.

The best teachers believe that the daily life of the school is their most effective field for the practice of honesty. The teacher herself must be scrupulously honest in her dealings, faithful to her promises, particular to tell the truth. Second, she must be alert to praise honesty in the school in whatever form she finds it. Third, she introduces comments that emphasize honesty into stories, where she can find them. (Tennyson's Lady Clare was even more honest than she was brave, and so was Charles Lamb's Barbara S——). Finally, she gives the children constant practice in honesty. They are encouraged to pick up and return lost articles, to be careful with the school property, to tell the truth at whatever cost, and to be as fair to enemies as to playmates. Best of all, she never lets an attempt at dishonor work, she never accepts a task dishonestly

done. She will not permit dishonest play. So far as her school is a real community, she endeavors to utilize the Law of Rewards, and give sin its due wages. Thus she uses the four principal means of moral education: the influence of the teacher as an example, the influence of child upon child, the influence of examples from history and literature, and habits of acting honestly in definite situations.

RECORDS OF HONESTY

The most progressive teachers feel that the school is responsible not only for the teaching of honesty but for guaranteeing to the public that the graduates of the school are honest individuals. "We have no right to give diplomas," one principal puts it, "to educate crooks." The marking system has been used as a record of integrity. One school has a special column for "Trustworthiness," which is filled out as are the columns for Arithmetic and Spelling, but not by the percentage system. There are no percentages about trustworthi-

ness. A pupil either is trustworthy, or he is not. If there is a continuous record of untrustworthiness that pupil is not promoted, any more than as though he had failed in any scholastic subject. In cities where a guarantee of character is printed in the diploma it seems to be especially the duty of principals to pass no pupil whose recent conduct is not in harmony with such a guarantee. The National Honesty Bureau has devised an effective method of bringing this matter to the forefront by offering a Certificate of Honor, exchangeable upon simple conditions for a fidelity bond for \$1,000, good for one year, to any graduate of any American high school who is certified by his superintendent or principal. This not only obliges the school leaders to face this challenge but gives to the worthy young people a convincing portable commendation which they may use effectively in applying for a position.

In an article that follows, the direct methods of honesty-training will be discussed.

JUDGE KELLY ON PARENT-TEACHER ASSOCIATION

WHAT THE NOTED WOMAN JUVENILE JUDGE THINKS OF PARENT-TEACHER ASSOCIATIONS

JUDGE CAMILLE KELLEY, of Memphis, Tenn., the only woman juvenile judge in the United States, said in an address at a recent Teachers' Convention, that she first became interested in Parent-Teacher work the day her son started to school.

Not being able to bear the thought of being separated from her son she put on her hat and went with him.

She and thirty-one other interested mothers formed the first Parent-Teacher Association in Shelby County, Tenn.

Judge Kelley said the P.-T. A. was the greatest known organization to develop women. She had watched timid women who were so nervous at their first meeting they sat only on the edge of the chair, sit halfway back at the second, sit firmly in all of it the third time, and at the fourth meeting, get up and give their opinion concerning the activities of the circle and go to work and when they started working they never stopped. Women in every walk of life could find plenty to do, from the mother with only a grade school education to the college graduate. These interested and never-tiring mothers had been the greatest assistance to her in helping delinquent children.

Judge Kelley said she was not there to judge, only to see that the children were given justice.

Judge Kelley is a cultured Southern woman and first of all a mother and home maker, and it was through her thankfulness for being blessed with such a splendid family that she felt the call to mother all little helpless children who were less fortunate than hers.

SAFETY EDUCATION SAVES LIVES

BY THE HIGHWAY EDUCATION BOARD

"Who can estimate the value or put a price on the life of one American boy or girl? In view of all that is being done in many places and the evidently incalculable value of the safety program in our schools, the lethargy in other places is appalling and appears nothing short of criminal."—*Dr. John J. Tigert, U. S. Commissioner of Education, before The National Safety Council Convention at Detroit.*

IF any vindication of safety education were needed, it came in abundant measure as a result of the first national safety campaign in 1921.

The first point of consequence was the large number of pupils and teachers who participated in the contests. Approximately 400,000 pupils and 50,000 teachers submitted manuscripts. Of greater significance was the excellent quality of the essays and lessons. Still more important was the fact that out of these contests has grown a demand for safety education in scores of cities and localities. In certain communities the percentage of accidents and fatalities due to traffic mishaps has been perceptibly reduced.

Only the percentage of accidents was reduced, not the total number. From such records as are available it appears that 12,000 persons were killed and 350,000 injured during 1921. At least one-fourth of this number were children. But there is one factor that cannot be encompassed in figures. How many of these lives might have been saved, and how many of the injuries avoided?

In the last analysis it is a personal responsibility that rests upon each teacher and each adult to instruct children in safe behavior on the streets and highways, and

to show them the way by precept and example.

The annual loss in life and economic value is appalling enough; if the total came as one blow, the nation would bow as before a catastrophe. But the constant attrition of youthful lives robs the issue of its spectacular features. Corrective action demands continuous vigilance.

In this second national safety campaign it is hoped that each community may find some activity worthy of its best thought and action. Special emphasis should be laid upon the formation of a Public Safety Executive Committee in every locality so that the lessons learned during a fixed period may not too soon be forgotten. If civic organizations, women's clubs, public officials, superintendents of schools and all others concerned give the same co-operation extended last year an excellent beginning will have been made.

The "Safety Season" is brought forward because it seems a progressive idea, but the psychological value of stressing a principle during a certain fixed period, such as a week, should not be neglected. Suggestions contained herein are made in the hope that they will be adapted for use by various schools and localities in the light of their individual requirements.

PLEDGE OF CAREFULNESS

Realizing my responsibility as an American citizen to secure the safety of others by careful conduct on the streets and highways, and,

Realizing that the accident and the death toll of my nation, state and city can best be reduced by thoughtfulness and carefulness,

I pledge myself to be considerate of the rights of others while on the streets and highways; to learn and observe traffic rules and regulations to the best of my ability; to co-operate in a campaign of carefulness, either as a pedestrian or as a driver of a vehicle, and I will, by precept and example, endeavor to assist others in making streets and highways safe.

SUGGESTIONS FOR THE "SAFETY SEASON," SEPTEMBER 22 TO DECEMBER 16

In the belief that co-ordination of all safety activities will result in the stimulation of interest in the subject on the part of all those concerned everywhere, the "Safety Season," with its component parts, is brought forward.

Safety education can better progress if organization is effected in all cities and localities. Certain suggestions for the "Safety Season" occur below.

1. Request the Mayor, Superintendent of Schools, or other proper authority to appoint a Public Safety Executive Committee.
2. Appoint special committees charged with definite duties.
3. Obtain the active co-operation of all civic organizations.
4. Observe "Seven Days for Safety."
5. Encourage elementary school pupils to participate in the national safety essay contest.
6. Offer local prizes for these essays, if desirable.
7. Encourage teachers to discuss safety in the classroom and to enter the national safety lesson contest.
8. Sign a "Pledge of Carefulness."
9. Organize Safety Patrols among the larger boys in the schools.
10. Determine your highway accident and mortality statistics for the year, for the past month, and reduce the total.
11. Distribute safety posters and literature of your own.
12. Form a library of safety literature.
13. Arrange for brief safety addresses in schools, theatres, and at public gatherings.
14. See that the press carries an account of your activities.
15. Women's clubs and teachers' organizations should be especially active.
16. Make plans of your own and pass your suggestions on to the Highway Education Board.
17. Possible representatives on the Public Safety Executive Committee should include the schools, safety councils, chambers of commerce, automobile clubs, police department, women's clubs, City clubs, Kiwanis Club, Rotary Club, and others.
18. Make one organization, such as automobile club, chamber of commerce, women's club, or safety council responsible for the "Pledge of Carefulness."
19. Intensify "Safety Season" suggestions for "Safety Week."
20. Obtain co-operation of your street railway.
21. Moving pictures on traffic may be obtained. Show them in classrooms, before civic meetings, and in local theatres.
22. Don't Get Hurt.

This program is approved by the United States Bureau of Education.

FAILURE

From "Impertinent Poems"

*What is a failure? It's only a spur
To a man who receives it aright,
And it makes the spirit within him stir
To go in once more and fight.
If you never have failed it's an even guess
You never have won a high success.*

—Edmund Vance Cooke.



THE HOUSE ON ST. GEORGE STREET

BY EMILY K. HORTON

"A LIBRARY for children only! Isn't this something new?"

"Not quite new. There is another in the United States, but this is the first one in the British Empire and we are very proud of it. You know, we have not had all phases of our work with children under one roof until now."

So said one of the charming women who hosted the crowds that flowed with glacier slowness through the House on St. George Street, in Toronto, Canada, one night in September, 1922, displaying the usual polite interest, nibbling cakes and sipping coffee and going away. How the staff must have smiled to themselves, comparing this with the noisy enthusiasm of the crowds without, that had besieged the House since the closing of the room in the big building next door!

The day came for the real opening, the doors swung back, the children rolled in and spread like quicksilver through the rooms though enough had business at the desk in the hall to make it a very busy place.

"Naw, Miss, he ain't got no card yet. Where's yer nickel, Jimmie?"

"Say, listen, I lef' m' card on the table an' m' mother, she put it in the stove. Say, kin I get another?"

"Aw, Miss, she ain't too little, is she? Sure, I'll keep her in the fairies' room. My mother? Oh, she works."

Skillfully the young lady at the desk dealt with each inquirer until the turn of Rebecca, six years old and business-like. When her doubts, which were many, had been satisfied, the Librarian gave her a card with instructions to have her father fill in certain information, and out went the small girl, repeating under her breath:

"His name, where he lives, what he works at—he works by pants."

On returning the signed card and five cents she would be admitted to the enchanted region at the end of the hall, once a large, bright kitchen, but now under the sway of Oberon and his Court, even a great map of his Fairy Majesty's country being spread under glass on a low table. The Golden Goose and the Three Bears travel

in panels around the room, which so affected one little girl that she brought her mother to see the wonderful place where "they even have stories on the walls." In cases in this room there are beautiful books, and if you have clean hands and a reputation for taking care, "Miss" may get you one. And, if you can read, marvelous beasts and beings come out of some of them and talk to you.

From this room, which cares for those under ten years of age, you pass into the reference department where books line the walls and lie on inclined rests low enough for a small elbow to lean there comfortably, while for those who mean to stay long and browse with diligence there are large oak tables and benches. Thence an opening leads to the front and back parlors where are kept on wall shelves the 5,000 volumes of the circulating department.

Pictures also have a meaning and teach something to the open mind of the child, so our new Library has these, not only on the walls where occasional space offers, but in periodicals such as *National Geographic Magazine*, *Popular Mechanics* and other good illustrated publications. How sincerely they are appreciated and how industriously they are thumbed from cover to cover, let the magazines themselves bear witness.

The second floor, beside the office of the librarian-in-charge, includes a reference room for High School students, also rest-room, kitchenette, tea-room and work-room used by the staff.

On the third floor are rooms equipped to handle the story-hour gatherings, but used also by chess, stamp and reading clubs, or by any group that may need them. On this floor, too, is one room in which you may stay a long time without losing interest, for it holds a collection, in many editions, of the best children's books ever published, including biography, history, tales—some of these in foreign languages. It is visited only by parents or others who may wish advice about selecting books for children. The volumes here are shown at the Annual Christmas Exhibition of gift books, and it is to be hoped that many will see them

who perhaps would not think of looking for such a collection in the Children's Library. It offers a great opportunity to teachers-in-training who undoubtedly should be taught the value of certain books in developing the intelligence of the child. Not infrequently children are sent by teachers to get books from the library—books hopelessly over their heads, books which no real children's library would admit to its shelves. Possibly better co-operation between teachers and librarians would result in more rapid advance toward that goal which is the Ultima Thule of both—good citizenship, and this will come as each group sees more clearly its need of the other.

Unquestionably the administrative end is well handled. Trained librarians are in evidence all day at oak desks in every department and the small inquirer about Fairyland has the same careful attention as he who hopes for honors at his matriculation. These workers have no sinecure, for the library is situated on the northerly edge of Toronto's thickly populated foreign quarter, near half a dozen large public schools and four high schools, and Miss Lilian H. Smith and her staff deserve much praise for what they are doing to develop little outlanders into good Canadians. In 1921 over half a million books were borrowed by children from their own departments in the fifteen library branches in Toronto. In 1922, in the new library alone, they have averaged 10,000 a month since the opening. On Saturdays they are simply besieged, the borrowers numbering usually about 1,000, and the attendants are quite ready to go home when closing hour arrives. Fifteen years is the age limit. When you pass that milestone, no matter how young you may feel, out you go to join the adults next door.

One book they keep, into which no child and few others ever peep. It is a register of daily occurrences and describes whatever of grave or gay touches life in the House, sometimes the unconscious humor of childhood, sometimes its equally unconscious pathos—and you feel the honor and trust reposed in you when it is placed in your hands and you are told to help your-

self. One story only shall be told, showing how a misplaced word may quaintly change a familiar expression.

One evening, after all visitors had gone, a young librarian had mounted the steps with an armful of books which were to be replaced on the shelves. She heard a child's voice, and, looking down, met a timid yet trustful gaze from a pair of large, earnest eyes belonging to a very small girl.

"Please," she asked, shyly, "can you tell me, is the Princess sleeping here?"

Some way one likes to think that that young girl on the steps came down and got the fairy tale she wanted and sent her away rejoicing.

What do the youthful patrons themselves think of it? A visitor decided to find out, and intercepted one of them near the door. He suffered from all the shyness incident to his eight years, but succeeded in pronouncing one word which probably described his opinion honestly. That word was: "Bully!"



IS THE MODERN PARENT A FAILURE?

BY ALFRED J. TALLEY

Judge of the Court of General Sessions, New York

*Lack of Respect for Authority on the Part of the Young is the Menace of the Hour—
a Greater Source of Unhappiness, Discontent, and Destruction than the American
Blight of Divorce.*

HOW many people realize that the age of the average "desperate" criminal that comes before the Circuit Court of General Sessions in New York is about seventeen years? The last printed report of the New York Board of Prisons shows that nineteen was the age at which the largest number of prisoners was admitted to the State prisons in 1919. This indicates that the age at which the vast majority began their criminal careers was about sixteen or seventeen, because it is of rare occurrence that a first offender is sent to a State prison. They land there usually after their third offense.

Without doubt the most depressing and disheartening impression received in an intimate association with the administration of the criminal law is the youthful age of the offender. Day after day, with painful uniformity, the courtroom is startled by the announcement that the prisoner at the bar is sixteen years old. And sixteen is the precise age which divides the juvenile delinquent from the criminal. In New York no child under sixteen can be tried or even charged with any crime save murder. Everything else he might do is designated

as juvenile delinquency. But once he has passed sixteen he is held to the same degree of responsibility as a man of fifty. Sixteen is pitifully young to carry such a burden, but it must be so. For the law must provide for these youths of both sexes who, despite the fact that they are children in years, are criminals at heart. Merely observing the phenomenon or exploring this condition, or even providing proper places of punishment or restraint, is not sufficient. The prime necessity is to discover, analyze, and advertise the cause of this unnatural state of affairs, and having found it, to bring about its correction or removal. That is what a skillful and conscientious physician does. He is not content merely to relieve pain or a disordered condition; he seeks the reason for the distemper and attacks the cause.

Lack of respect for authority on the part of the young people of today is the menace of the hour. And in proportion to its increase grows the most serious danger to the perpetuation of American ideals of government. It is a greater source of unhappiness, discontent and destruction than the American blight of divorce. It has its

beginnings in the home. There the seed is planted by parental neglect or, worse, indifference, and it is allowed to grow like a noxious weed. Consider the matter of education. The parent of today who would deliberately stifle or impede a child's ambition to obtain a real education, something above and beyond what the compulsory education law requires shall be given, is, in my judgment, very rare indeed. It is difficult to imagine a child today pining or lamenting that parental influence has prevented his or her remaining at school or continuing on to high school or to college. Secondary education is possible to ambitious youth in every State in the Union and at a minimum of cost.

But what happens? At the age of fourteen or fifteen, the danger age for both boys and girls, the child seeks freedom from the restraints of school discipline and study time. The street corner or the alluring movie is far more attractive to the unformed mind than is the necessity of staying home nights to study. And so, when the day arrives when the boy is big enough to wear long trousers and the girl to wear short skirts, the announcement is made by the child that it has had schooling enough, and the average parent, instead of promptly and decisively overruling the demand, weakly acquiesces, and the die is cast with sad results. The child has gained its point—has done as it pleased, has been freed from discipline, and goes out to join the ever-increasing army of the half-educated, unformed and untrained who are continuously adding in numbers to the army of the unemployed, an army that is a greater danger to the well-being of the Republic than an invading foe.

Children are freed from discipline at the precise age when they need discipline most; and the result is inevitable. Lacking a real education, they become in time merely the hewers of wood and the drawers of water, the clerks, the porters, the workers with neither initiative nor ambition nor any hopeful outlook on life, while those who have stuck to school, or had parents with sense enough to make them stick, soon pass them in the race.

WHERE DUTY DOES NOT END

The real trouble with the average parent is the blind obsession that a parent's duty ends when a child is clothed and fed. The need of entering into the life of the growing boy and girl, trying to understand their activities and giving attention to their associates, seems to be a thing of the past.

How many fathers go out for an evening with their growing sons? How often are a father and son seen together at a baseball game? How often does a mother answer the craving of a daughter for something outside the home by dressing and going out with her? How often is either parent willing to depart for an evening from domestic routine to allow the children to have their companions at their own homes for a visit or a little party full of youthful noise and foolishness? Not many indeed. Father must have quiet, and Mother must have peace, and so the child, in its wisdom, knowing the weak spots, either nags or cajoles and is off to the movie to see something that, it is certain, will not improve its mind, to meet companions that may destroy its morals. But Father and Mother have peace that evening and are quite content and satisfied with themselves, unmindful of a wanton neglect of duty and of a woeful disregard of their responsibility to the Creator, who sent them children to be a staff and prop for their declining years.

If mothers of today were not neglecting their duties to their daughters, the actual depravity manifested in the indecent mode of dress would be impossible. From the dawn of civilization the veil of modesty has always been the safeguard of virtue in womanhood. The unfailing barometer of the morality of a nation has always been the respect shown towards womanhood. The greatest nations of the earth began to decline in power and importance when woman began to slip from her high estate to which the motherhood of the race entitled her. But woman will only receive that degree of honor which she herself demands and by her conduct and example deserves. And respect can never accompany positive in-

decency, which is the dominant feature of present-day woman's apparel.

OBEYING THE DAUGHTER

The mothers of young daughters know this, but they reverse the divine injunction and obey their daughters' demand that the offensive garments must be worn solely because of the dictates of fashion. It is not half so much the fault of the girl as it is of the parents. It is easy to understand how a light-headed girl may indulge in extremes of dress, ignorant of the danger involved; but it is difficult to deal patiently with the mother who, with her broader knowledge and experience, knows better and yet tolerates extremes in dress in a daughter of a most unstable and impressionable age.

What this country needs most at this time is the re-establishment of the home. If woman's recent advance, so called, has been in a direction away from the home, then woman and the nation will suffer. If the woman of today, with her powers widened and augmented by the ballot, "purifies politics" at the expense of the lessening of her influence in the home, the country would be safer with politics less pure so long as the American home were preserved and made what it should be—the sure foundation of a God-fearing people.

Neither the Church nor the school can ever hope to accomplish the same degree of character building as is possible in the home. And if either of the former fall short, it is because of the lack of initiative or support from the latter.

Frequently earnest and conscientious teachers are heard to complain of the lack of interest in the schools on the part of parents. Is it not literally true in our larger cities that from the time the child enters the school until he leaves, the parents never see or know the teacher to whom is entrusted his education? And when occasionally the parent of an unruly child is sent for, it is usually in a spirit of beligerency and not of helpfulness that the visit is made. And the child is too often made to feel that the teacher was too exacting or too severe, instead of being made

to understand the necessity of respecting the principle of authority which the teacher typifies. This want of respect for duly constituted authority is one of the curses of American life today and one of its most ominous manifestations. Unhappily, it is most conspicuous in the young, and in most instances has its beginnings in the home owing to the shortsightedness of the parents. Unless the child is made to understand the imperative necessity of respecting his parents and elders, it is too much to expect that he will respect his teachers when he enters the schoolroom. If he is not compelled to respect those in authority over him in the schools, it is but a short step towards disrespect for those in authority in the Church and in the State. If he goes out into the world with irreverence for the restraints of religion and of the law, he becomes a menace to the society in which he moves.

SEEKERS OF PLEASURE

It is this disregard of the demands of right living and the dictates of plain justice that has resulted in the loss of ideals and high standards of conduct that is manifest in every phase of American life today, and that undoubtedly accounts for the high ratio of youthful depravity and criminality that is becoming so alarmingly apparent. We are becoming a people characterized by a mad pursuit of pleasure, in the quest for which all that is permanent and enduring is ruthlessly swept aside. We must speed along with all the risks that haste invites. The slow and steady growth which nature and experience teach is the only permanent and enduring growth has been relegated to the days of the pyramid builders. Neither wealth nor power nor vast extent of territory has ever given perpetuity to any nation. The character of its men and women is the only sure foundation of a people whose institutions will endure.

And let us ever remember that America's destiny lies in the hands of the children of today, who are the men and women of tomorrow.

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THE SCHOOL OF THE SCREEN

BY F. A. BOGCESS

PART I

EVER since the first murderer tried to shift responsibility and avert suspicion by the question, "Am I my Brother's keeper?" the human race has continued to use this expedient; but Cain knew he was responsible and the question helped not a whit in relieving his conscience. Today the race has the same consciousness and is slowly assuming the responsibility which goes with it.

What are you parents and the leaders of the national thought and ideals doing to make it certain that American children are being trained to make good citizens? To whom are you entrusting this training? Are those who undertake the task co-operating to reach a common end or are they working at cross purposes? Are the results satisfactory?

Now, fathers and mothers and leaders, these questions are not as simple or as easily answered as they were even when you were boys and girls. Living has become tremendously more complex within the last decade and the end is not yet. It is useless for you to throw up your hands in simulated innocence and ask the stupid question, "Am I my Child's keeper?" Yes, that is what you are, and civilization's progress depends on whether or not you keep him safe. It is equally futile to fold your hands in helplessness and undertake to ignore the question, for it will no longer be ignored. It must be met and solved. Better sit down for an hour and get a start on its solution by trying to understand the present situation.

Suppose, to begin with, we undertake to catalogue some of the "minimum essentials" which are required of a good citizen. It would be useless to try to do anything more than to enumerate the high spots in such a list, but without these rather clearly in mind, we will travel round and round like a desert wanderer without a compass. The artist must have some conception of the finished picture, the manu-

facturer of the finished product, and the trainer of children must have some vision of what the future citizen must be if civilization is to go forward and democracy is to be safeguarded for the heritage of generations yet unborn. Would these characteristics make a good citizen?

1. A high regard for law.
2. Respect for authority.
3. Reverence for the home and the church.
4. Scrupulous honesty, both moral and legal.
5. Habit of constructive work; eagerness to be of service.
6. Strong physique.
7. Reflective consideration as a habit.
8. Refined sense of humor.
9. Appreciation of country because of the ideals and principles learned from the heroes of the past.
10. High moral standards.
11. A love of the beautiful in nature, art, literature and life.
12. The habit of scholarly thought.

The nation has looked to the public schools to give the training which the home cannot give. Carefully the curriculum has been builded around the ideal citizen as a product, and an effort has been made to instill into the youth the principles which have been suggested in our list of desirable characteristics. Gradually much that was formerly done by the home has been turned over to the school with the confidence that it could be better done by those who have been trained to guide and develop the powers of growing children. As the years have passed, money has been spent with greater freedom, normal schools have been established for the better preparation of teachers, and the public has come to take it for granted that the schools are doing a good job and all that is left for the public to do is to pay the bills.

On all departments of education, including the training of teachers, America is

spending approximately one billion dollars each year. That seems like a big sum of money, but when we consider that as much is spent on face creams and cosmetics as on all our elementary schools, it does not seem that we are extravagant in our school expenditures. Again, when we consider that our chewing gum bill is two and a half times as great as the cost of maintaining all our normal schools for the training of the teachers of our youth, and that for joy-rides and pleasure resorts the expense is three times as great as for all forms of education, it leads us to consider whether the schools are getting their full share of the nation's spending money.

Is the public's faith in the matter of education well founded and are the schools of the nation worthy of the confidence reposed in them? Yes, the schools are doing their work faithfully, conscientiously, and well. They are good schools, on the whole, and are manned by an army of good teachers, 750,000 strong; yet the public's complacency is fraught with the greatest danger. It is as unsafe as for a soldier to sleep on sentinel duty or for a switchman to doze at his post. Instead of slumber, the greatest vigilance is needed. The work of the school is being well done, but the danger is that its results are to be nullified and neutralized by another institution fostered and supported by the same people who pay the bills for our schools!

Testimony was recently presented before a committee of the United States Senate, showing that the American people are annually paying to the support of the moving-picture industry, *one billion dollars*, and that two hundred and fifty thousand people are engaged in carrying on this enormous business which has leaped into our midst almost overnight.

Is the motion picture theater an educational institution? Is it a rival or an ally of the public school? Does it supplement the character-training and preparation for citizenship which the teachers are giving our children, or does it detract from and tear down their influence? Ever since motion pictures came into use, they have been lauded by pulpit, press and people because

of their educational possibilities. That view has been generally accepted and many attend these entertainments regularly in the belief that they and their children are being painlessly educated. But are the movies living up to these educational possibilities? Are they fostering those traits of character which we demand that our schools give to our children?

Let us see. We will put down a few comparisons which come out of our experience. Test them with your own and see if our conclusions are correct.

The schools emphasize the harm which comes from the use of tobacco and intoxicating drinks and introduce scientific proof of their bad effects. The great majority of screen heroes and many of the heroines appear smoking cigarettes and drinking wines and liquors freely.

The schools teach the graceful, healthful and moral folk dances, while scores upon scores of movies introduce sensuous and immoral dance-hall scenes or the even more immodest and seductive extremes of the modern ballroom.

The schools teach the sanctity of home and marriage, while on the screen we see depicted again and again, pictures of home wrecking and divorce, elopements and hasty marriages.

The schools stress the importance of honesty, trying to make it a cardinal principle of character, punishing dishonesty as one of the worst of faults. The movies throw on the screen the intimate details of successful crime.

The schools endeavor to teach the sacredness of the love of a man for a woman, while the movies show the looseness of indiscriminate love-making, with all the intimate details featured in close-ups.

The schools hang their walls with the idealistic pictures of madonnas, beautiful landscapes, and stirring scenes of historic significance. The movies display flaming posters of three-fourths nude bathers and dancers, young people eloping in their parents' cars, or some wild-West hero doing an impossible stunt.

The schools try to develop a habit of mental concentration and reflective consid-

eration of values. The movies offer one of the worst forms of mental dissipation.

The schools try to teach a refined sense of humor, while the movies place continually before our youth the rankest slapstick comedy and feature that as the highest type of wit.

The schools emphasize scrupulous care of the health and the development of strong bodies. Much of the influence of the movies encourages late hours and all forms of dissipation.

The schools lay especial stress on the dignity and desirability and the joy of useful toil. The movies devote much of their art to making attractive to young people the shallowness and uselessness of those who have nothing to do.

The schools teach respect for law and authority and regard this as one of the biggest contributions they make to a youth's equipment for useful adult life. Much of the movies' fun is built around placing policemen and other civil authorities in ludicrous positions and making them the laughing-stock of the public.

This list of comparisons might be continued indefinitely, but enough has been said to prove that if these two institutions are educational, we have two rival educational institutions in our midst, to each of which we contribute a billion dollars a year and which do much to nullify each other's work.

Is the public equally careful about the teachers in these two rival institutions? In the public schools, the moral character of the teacher is considered of prime importance. She must present letters of reference from persons of high standing to establish her right to preside in the school room. Her private life must be beyond suspicion, she must take an oath of allegiance to her country, and she must be refined and cultured. She must be thoroughly trained for her work and if there are any shadowy places in her past, they must be brought out into the light and X-rayed, until it is established beyond a doubt that there are no dangerous germs or possible sources of moral contagion. After once being installed at the desk, these school-room

teachers must watch their every step in order to retain their jobs and the public's good will. One misstep would lead to summary dismissal and a permanent place on the blacklist.

What about the other set of teachers? Are they subjected to the same rigid requirements? Must our movie stars measure up to high moral standards before they are allowed to make the pictures which entertain and instruct our youth? If not, why not? Why should movie stars with shady pasts and with no established record of culture, refinement, and preparation, be allowed to become the heroes and heroines of our growing boys and girls? If it is desirable that they too should meet a certain standard of respectability, we, the American people, have the right to demand it, for we pay the bills and our nation must bear the consequences of their teaching.

An authority recently named from memory a list of twenty stars who have been divorced within the last year, while numerous other suits are pending. Have you any divorcees teaching the children of your community? If you were on the school board and a divorced woman applied for a position as teacher, what would be your attitude toward the application? Well, the strong probabilities are that some more than once divorced woman, and man, too, are playing the leading parts in some picture theater in your town and educating the young people of your community. Can you tell why you refuse the one and accept the other? Is it just because one is your business and the other is not?

That position is untenable. The training of the youth must be the nation's chief business if it is to weather the present crises and move on safely through the future. Therefore, as a responsible American citizen, the training of the youth must become *your* chief business. There is no escape from this conclusion. It is not a matter of choice, but of heredity. This responsibility was wished on you by the very significant fact that you were born in a democracy where every citizen is an important factor in the government.

THE CHILD AS AN INSTRUMENT FOR PEACE

BY THE AMERICAN RED CROSS

PRESIDENT Harding's World Court plan has its followers, Woodrow Wilson's dream of a League of Nations its enthusiasts.

Each ideal for eternal peace between the countries of the globe has looked to the statesmen of many nations to bring about Utopia on earth. But both factions seem to have overlooked the most tremendous influence they have it in their power to wield.

It took the World Conference on Education to reach the crux of the problem.

It was the sentiment of the great gathering in Geneva, Switzerland, that ultimate world peace can come only through the children of the world, instructed in the public schools to heal rather than to reopen the wounds of humanity.

Dr. Henry Noble MacCracken, president of Vassar College and the founder of the Junior American Red Cross, put his finger on the situation when he said to the educators at the conference:

"Give the Junior Red Cross an opportunity, good teacher; see if it does not help you to tide over some of the day's tedium, to bring more light through the school windows into the dull room. I believe that it will. I believe that the consciousness in yourself that you are a co-worker in the great army of mercy, that you are helping to bring the world closer together instead of building barricades for future fights, will also help you in moments of

discouragement. Remember that the Junior Red Cross is yours, is nothing but *you* under another name. Some of your impulses and wishes for a better world are crystallized by it into concrete action, in community life and in mutual aid the world over."

Nothing more potent in civilization's desire to bind nations together in harmony has been discovered, it is said, than the work of children for children.

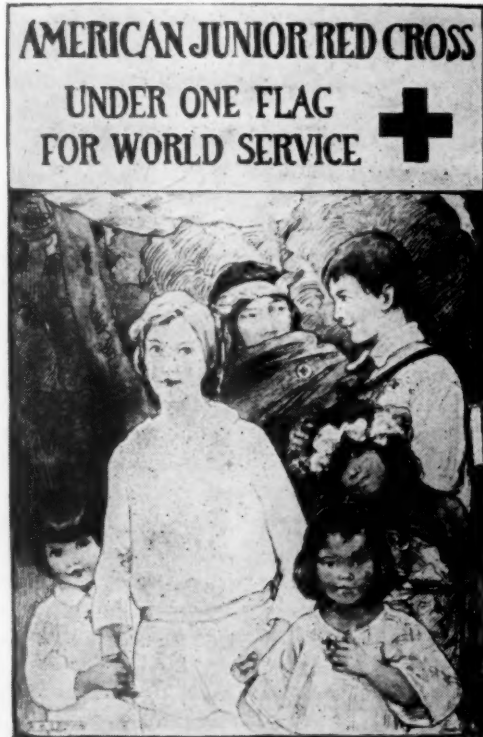
This is the ideal of the Junior Red Cross, expressed in its slogan, "A happy childhood the world around."

It is believed that by teaching the lessons of friendship in the school rooms of the world, the coming generations may come to hate war and love peace to such an extent that conflicts between the nations may no longer be possible.

When the Junior Red Cross knocks at the school room door it wishes to tell the children of the world how they may

help in cementing the friendship of countries by the work it is doing.

It asks co-operation in such enterprises as these: a vocational school for Albania; school buildings for Serbia; industrial home schools for Montenegro; playgrounds for the children of the devastated regions of France; a playground in Rome; gardening material for the children of Poland in order that they may help to feed themselves; organizations of Junior Red Cross



chapters in Austria, Hungary, Rumania and Bulgaria.

One of the most important phases of Junior Red Cross development is that of bringing into the fold the original American Indians. In the village of Taos, New Mexico, children of the Pueblo tribe have been formed into the first Junior Red Cross Chapter for Indians.

Four children's libraries have been sent across the ocean by children all over the United States who have joined the Happy Tribe of Go-Hawks, and are being shipped by the Junior Red Cross to be placed in four libraries. One to the Ferme-École de Bierlais, Mont Saint Guibert, Belgium; one to the Albanian Vocational School which

the Junior American Red Cross helped to establish; one to the Lycée de Garçons, Havre, France, a navigation school where young French boys learn English as a part of their training to become masters of ships; and one to Zagreb, Jugo-Slavia. These are in addition to the thirty-five Junior Red Cross libraries which have been established or aided in the devastated sections of Belgium and France and in a dozen cities in Italy.

These then are some of the Red Cross ways of seeking to bring about world peace. Your help is needed during the Seventh Annual Roll Call, from Armistice Day to Thanksgiving.

Will you give it?



Getting Rid of the Gang

By Bonnie Worley Wright

IS there a small boys' gang in your neighborhood? I'll venture there is or has been or will be if there are any small boys there. For some reason all normal boys get the gang idea at one time or another, and if you haven't met it yet I can tell you from harried experience that it is a healthy, life-sized problem to solve. And as in the case of so many problems of child training, the only way to solve it is to substitute constructive for destructive play.

I had seen the gang problem discussed in print and had heard lectures on it in child study classes, but it only became real to me when it entered my own neighborhood. Then I learned a great deal about gangs.

The usual procedure is for a group of playmates who have been inspired by western movies or pirate tales or just plain herd instinct, to get together in a shed or a barn or some other secluded shelter and plan the formation of a gang, the important and avowed purpose of which is eventually

to meet and conquer, subdue, annihilate, lick, another gang, similarly organized and with similar ambitions.

The first point decided, often only after protracted argument or even a display of pugilistic prowess, as to who the leader of the gang is to be. He is variously called Chief, Chieftain, King, Head Guy or Boss, and is a personage of almost unlimited power, particularly if he has won his position with his fists. Sometimes the member who furnishes the shed or barn or other "headquarters" is by reason of this advantage made chief, but if he is outclassed in strength or cleverness by a subject he is in constant and uncomfortable danger of having his throne usurped, and finds, like many another whose head has worn the crown unworthily, that it rests uneasy.

After the leader is elected the membership is determined, usually by the simple process of including every boy in the acquaintance of the charter members who

doesn't already belong to another gang. Number is the thing. Then an emblem is chosen—skull and crossbones usually, or a dagger, or a huge and villainous-looking key. This emblem is painted, chalked, and inked all over the gang headquarters and on every other spot not likely to come too closely under the parental eye of the neighborhood. Sometimes it is put on small individual badges and worn conspicuously, and not infrequently it is discovered at bath time on various parts of the anatomy of the more enthusiastic members. A password is also chosen, and as many high signs and handshakes as the active minds of a number of small boys can devise. In fact nothing is left undone that will add to the glamour and the air of secrecy which is meat and drink to this brand of fraternal organization. Initiation rites are thought up too, although the members are usually all taken in and working enthusiastically before this, and there is seldom anyone left to initiate except maybe a stray and long suffering smaller brother.

Thus far all is well enough. No more harm has been done than if they were planning any other kind of a club, or fixing to give a show or a circus, or to play Indian camp. In any kind of childish make-believe the "fixing up" is the enjoyable part and usually the biggest part too, for when the preparing is all done the desire for make-believe is often satisfied and the play abandoned. If this turns out to be the case with the gang no harm has been done. The desire to organize has been exercised and nothing more. It is only when the organization begins to operate that the harm may, and generally does, begin. For the operations of the gang are seldom peaceful and if carried far enough may develop into outright lawlessness, depending of course upon the community, the class of children and the amount of parental supervision given to their play. In a pleasant, healthful community where intelligent, wide-awake mothers and fathers are on the job, the situation can be handled, though even then its possibility for harm is not to be underrated. But in congested

city neighborhoods where parents are not working together such play may lead to harm and even to criminal careers.

When the gang idea hit our neighborhood and my boy's crowd I did not worry much at first. Most of the boys were the children of friends of neighbors who had always played together and whom I knew to be normal, delightful children. A good deal of their playing is done in our back yard because it is large and grassy and there is a barn and a shed, and for these same reasons the gang was mostly planned on our premises and I had a good opportunity to watch its development.

I watched the beginning with some amusement and not a little dismay. The secretiveness, the bloodthirstiness, the weird symbols were rather shocking until I realized that boys, in reproducing the development of the race, have to go through this stage just as they go through the other stages of savagery. The problem was to get them through it with as little damage as possible, to let them exercise their taste for the picturesqueness and romance of piracy without performing any of the lawless acts belonging to it.

So I ceased for a time to worry about their activities and let them proceed with their play, keeping a careful eye on them, however. Our shed was their headquarters, and they spent many a busy hour carrying old furniture and pictures into it and chalking their emblem all over its walls. They spent an afternoon making badges, and countless sheets of paper writing lists of the members' names and their respective offices or titles. I even helped them with information about parliamentary law and attended a meeting to assist in its proper procedure.

Then finally they were all ready and the gang began to operate. At first their chief occupation was the gathering of "treasure" and hiding it about in boxes. The treasure was everything from really valuable toys to bits of broken glass and collections of rocks. It was packed and hid with great secrecy and all imaginable ceremony, and the boxes were marked indelibly with the emblem of the gang, so

that, as I heard the boys telling each other, they could be identified if found at the bottom of the sea in a hundred years.

It seemed at this point that about all possible preparation had been made, and knowing that they would not long sit around admiring their handiwork, I began to look for action. And very soon there *was* action.

It seemed that another gang from nearby had discovered the preparations made by the gang in our neighborhood and had mustered their forces for an attack. Our boys were excitedly fortifying the shed, hunting up sticks for guns and daggers and arraying themselves in war costumes. The latter were diverse and interesting. Some consisted of a red handkerchief tied gypsy fashion around the head, and a sash through which a wooden dagger was thrust. Others were Indian suits with feather headdresses, but most of them were imitations of the popular and picturesque cowboy costume, —broad-brimmed hat, handkerchief about the neck, guns stuck in the belt, and chaps.

Before preparations were quite complete, however, the enemy was upon our headquarters and a vigorous battle was in progress. I watched it from a window. It was rather alarming to observe the finished technique of these youngsters' fight. They showed great familiarity with the art of fencing and were past masters in pistol marksmanship. I kept my anxiety in check as far as possible and by a great effort managed not to interfere, which is quite a feat of will power for a mother watching the cave-mannish tendencies of her son being exercised, and seeing other such tendencies exercised upon him. But I did not believe they would really hurt each other, and boys do so hate feminine interference!

Later, though, when the fight was over and Sonny came in to supper, I found that the occasion had merited some interference. He was jubilant because his gang had been victorious and was boasting proudly of their strength.

"How can you tell which side licks?" his father asked him, jokingly.

"Why, the side that gets the most prisoners licks, of course."

"And what do you do with your prisoners; hold them for ransom?"

"We tie 'em up and leave 'em to rot in the dungeon!" was Sonny's enthusiastic response.

And upon investigation it turned out that that is just what had been done. The dungeon was a dark corner in our barn, and when we went out there after Sonny's reluctant disclosure as to its whereabouts, we found two badly frightened small boys from the enemy's gang tied securely and effectually gagged, left to rot in the dungeon! Sonny admitted that it had been their plan to leave them there until morning.

Well, of course the gang was in great disgrace after this. I gave them all a very serious lecture, punished Sonny for his share in it and ordered the disbanding of the gang. They were so abjectly miserable, though, so sorry for what they had done, and begged so hard for another chance, promising to obey any rules I might lay down, that I finally permitted them to resume their activities, but with very definite restrictions. I watched them carefully and was constantly on the lookout for fresh mischief.

And come it did in a very short time. Without my knowledge Sonny had contributed several of his best toys to the treasure chests, and one sad day he was obliged to report that his new air rifle had been taken by the enemy when they discovered the hiding place of one of our gang's treasure chests and captured it. It was not recovered, either. The particular boys of the other gang who had found the chest were unknown, and Sonny's rifle was gone for all time. It was only then that I discovered that our gang had also captured some of the enemies' treasure and had buried it in our garden. I had the boys dig it up and found much the same assortment of "treasure" that our boys had hidden, although in this case none of it was of any value. I had them return it to the chief of the other gang, however, and this time I refused to listen to their plea to be allowed to continue their play. I pointed out to them that they were breaking the

law and learning to commit crimes, and that however innocent their intentions were, others could not look upon their acts as anything but real wrong-doing. I had them dismantle the headquarters, divide their belongings in the treasure chests and disperse to their homes. They were a very dejected bunch of pirates, cowboys and Indians that day, but I knew that I was doing the right thing to stop their budding lawlessness in the beginning.

Later, though, I wondered whether I had really stopped it. I could of course keep Sonny at home and thus be sure that he was not participating in any more gang activities, but what of the rest? They could very well go elsewhere and start over again and all I would have accomplished would be making one small boy lonely and resentful because he had been left out. I have found, as most mothers have, that one accomplishes little by forbidding a child's doing an undesirable thing unless she gives him something desirable to do in its place.

Realizing this, I began wondering what I could set these boys to doing that would be an effective and satisfactory substitute for the gang idea. It must be play first of all, and it must be energetic, he-man play or it would be rejected immediately and deservedly. So much for the boys' side of it. For my part, I wanted to give them something in the place of this destructive bandit play that would be an outlet for just as much activity and enthusiasm, but at the same time would be training their minds as well as their bodies toward clean, healthful and zestful living.

With all this in mind, and perhaps because I am an enthusiast about physical training anyhow, I finally decided that a physical culture club, properly worked up, would come nearest to meeting all requirements. It would afford plenty of opportunity for organizing, electing officers, holding meetings, making badges, and all the other "red tape" they had so enjoyed in the organizing of the gang, and there was no end to the chances for expending the energy and the stored up nervous force

with which every normal boy is well supplied.

So a physical culture club it was, and what a good time we had starting it! The idea was received with noisy enthusiasm, coming as it did upon the heels of their recent and abysmal disappointment, and I let them have their fill of organizing and planning, supervising it only where it was absolutely necessary.

We used the old gang headquarters for our club room, redecorated it with pennants and pictures of athletes and effaced as well as we could the skull and crossbones on the door. We made new badges, elected nine officers out of nine members and outlined a program of games and training that would have taken years to execute. One rainy day we spent in the barn constructing hurdles of various heights for jumping, and all the mothers were pressed into service making track suits out of cast-off underwear.

At our regular meetings we had talks on the care and development of the body, with light touches on physiology and simple hygiene, which instruction I confess they were more or less bribed to listen to by the serving of cookies and lemonade or some other gastronomic delight during the instruction period. One of the most popular numbers on our program was the story of some famous athlete or athletic movie actor whose methods of training and habits of living were discussed in delightful detail, with many and fervid vows of emulation. Frequent snap shots were taken of their various stunts and ribbons and prizes were awarded at athletic tournaments. In fact, nothing was left undone that would keep their interest whetted and their minds off of undesirable activities.

I had the satisfaction of holding them together in this way through the whole vacation, and of knowing that at its close they were considerably better off mentally, morally and physically than they had been at its beginning. And above all I had succeeded in directing their organizing fever into the making of a worthwhile club, and away from the formation of a destructive, crime-teaching gang.

Mothers *and* Children

BY LOUISE E. HOGAN

CONDITIONS WHICH FAVOR A CHILD'S NUTRITION

WE sometimes see children who are carefully fed, but who do not gain in weight and are apparently not well-nourished. There is more to be considered in the nourishing of the child than the choice and preparation of its food: and if other important factors are neglected a good result may not be obtained.

Too much emphasis cannot be laid upon regularity in feeding. Next in importance may be considered the general condition of the child at the time when the food is taken. A child that is irritated, angry and distressed, very cold or very hot, cannot assimilate food, no matter how perfectly prepared and how correctly chosen. Here the tact and good judgment of the mother or nurse is of the greatest importance. The child's life must be so ordered that its meal-times follow a period of rest, and that the times for feeding are not disturbed by useless complications.

FOOD VALUES

A truly nutritious diet is very desirable and necessary for all persons—young or old. An accurate knowledge of the composition of the various classes of food and of their uses in the body is absolutely required to secure a nutritious diet. The study of the chemistry and physiology of foods and digestion is an important division of this work and one which busy mothers have little time to take up in detail. How then can they benefit by what has been done in the direction of making available the concrete results of such study done by experts. We have many free bulletins issued by the United States Government, but this fact is not always known to the average mother. We have many organizations at work trying to benefit babies and help mothers, but they are nearly all handi-

capped in efforts to reach the people they need to instruct. We have many editors who are anxious to stand for the truth and willing to help good propaganda, but they, too, find it difficult to reach the mother in the outlying home who perhaps has never heard of "food constituents." This may seem not true, but let me tell you of several instances that prove that it is a fact. One mother from the Far West wrote me that she was fifty miles from a fresh milk supply—a college woman, a new-born baby—no physician within easy reach—and she asked me what to do. Another mother from Kansas wrote me that her five-weeks-old baby was being given castor oil every night by a local physician and was losing weight daily—and she asked what to do. Telegrams saved that baby. Another wrote me from Texas that she could not interest ten women in her neighborhood to form the study club I suggested in order to get a free copy of a certain book on how to take care of the baby, written by an eminent specialist. She asked me whether she might not form a study club with her husband—as they felt they needed the knowledge offered! The book was sent—with the proviso that continued effort be made to reach ten young mothers who had no other channel of information. I could tell you of thousands of such mothers. What are we going to do about it?

Many of us now understand very well what we should eat in order to live healthily. How are we to reach the others?

It is too frequently the custom with the heads of families to think that whatever is fit for themselves in the way of diet is fit for children, forgetting that children and grown people are animals in very different stages of development, and that what the organization of the mature person has sufficient strength to receive and assimilate and turn to use is rejected by the tender or-

gans of the child, and instead of doing good, does harm. In childhood the organs are still in a formative condition, depending entirely upon food for growth, and for growth in the right and natural path. Half-starved, there will be a sort of development, but development in an abnormal direction. If the food is not such as the digestion can master, it is all but useless; it is indeed worse than useless, because it conceals the fact that the child is really starving, as it appears to have food when that food is not nutritious; is not receiving nutriment, but is clogging its system just as you would clog a fire if you put ashes on it instead of coal, for fuel. In consequence of such wrong feeding the improper food fails to give a new blood supply, which is needed, and the blood is therefore impoverished and cannot furnish nourishment to growing organs. Inherited tendencies are also let loose, as it were, when the child is not made resistant by proper food and a nourishing diet. The gardener who wishes to grow things does not leave his garden without enriching the soil. He fertilizes it to the fullest extent it can bear. He stimulates the healthy growth of the grass and the plants in order to crowd out the weeds. In the same way parents who know of inclination to disease in the family should consider it a serious duty to provide food of the most nutritious quality and in sufficient quantity, and watch carefully to see if the food does its work, and aid it in that work by all means possible.

The diet of a sick child should be directed by the physician. If he orders light diet it may include milk in any form, eggs, broth of chicken, mutton or beef, fish boiled or broiled, cereals with milk and cream mixed, the same made into simple puddings with eggs, a baked potato, baked apples, toast or stale bread, sweetbreads, stewed slowly till tender and with a milk sauce, etc., etc. The latter are both nourishing and digestible.

Hot water is always a safe drink. Cool water may be as a rule freely given. Ice water should be avoided.

Many persons cannot take milk; as an exclusive diet it may easily be pushed too far. It can often be taken when cool if given slowly and in very small quantities at a time—taking it frequently. I have seen a child refuse to drink milk when it was given in a cup and drink glass after glass from a tiny wine glass with a slender stem. If the fancy of a sick child is pleased he will, in all probability, eat as heartily as you will desire him to, simply because of this pleased idea. One very hot morning I found a child able to eat a sufficient breakfast by playing he had engines and houses to eat, the houses being made of bread and butter, cut into square bits, and the engines having bacon added to the bread.

Almost all children, especially those of a nervous temperament or anæmic type, are better for having had a hearty breakfast and one of sufficient variety to tempt the appetite.

OUR PART IN EDUCATION WEEK, NOVEMBER 18-24

BY CORA B. HILLIS

Director Department of Education

AMERICA'S supreme gift to Democracy is her great public school system. It offers to every child in the land the opportunity for an education. Education is that which fits us for complete living; and an educated citizenship is the only dependable safeguard for our national integrity.

A child in a public school learns more than is taught in the classroom from books. He becomes a unit in a community. He learns to live with people. He finds himself. He learns to modify his opinions, to suppress his impulses, guard his speech, consider the rights of others, and to respect law. He adjusts himself to his environ-

ment. The rich curriculum of the school opens to him countless avenues of interest, inspiration, information, and practical service.

One cannot think of the school and not think of the children in the school; and one cannot think of the children and fail to consider the homes from which they come.

Logically, the organization most vitally concerned with the school and which should be inseparably and actively a part of a standardized school system, is the National Parent-Teacher Association.

We must get over the idea that the schools belong to the teachers. The schools belong to the people. The people pay for them; and it is the parents who furnish the children to the school.

It is part of the psychology of parenthood to want better opportunities for their children than they themselves enjoyed. They want the best for John and Mary. But what is the best? What even is good enough? They do not know. They are seeking to find out; and once informed, it is they who vote for the taxes they themselves must pay to make things better.

LITTLE FRIENDS OF ALL THE WORLD

In these post-war days of readjustment and reconsideration, many new duties confront educators; one of supreme importance is how to combat the menace of the future which threatens the peace of the world at the expiration of the ten-year disarmament agreement in 1929. With all countries of Europe hating each other, and some great nations hating us, are we getting ready to do our part in creating a Federation of the World? We believe that the children are the hope of the world, and the solution of the whole problem of permanent world peace lies with the quality of education and training given to the children of the nations.

If diplomacy can stave off for another ten years open rupture between nations, and if an international program of education for world citizenship were put into effect for the children of all lands, there would develop a new spirit of toleration, of mutual understanding and respect,

through recognition of the contribution each has made to racial progress and to civilization, that would go a long way towards solving the problem of peace.

Here in the United States we must train the children in school, street, and playground to the value of Community Federation if they are ever, as adults, to enter into the more complex relationships of a World Federation. The children of today must be taught to feel and to practice, not toleration only, but comradeship with those from other lands.

Carlyle once said that: "The best cure for national conceit is acquaintance with other countries." Possibly one good way to promote mutual respect and appreciation would be programs in the school and community where competent representatives of other nations could tell what gifts to civilization their land had brought.

The term "Dago," for instance, would cease to be applied to the citizen of sunny Italy if the children of the community once realized our debt and our obligation for her rich gifts of art and music, law and literature.

Let us in our P.-T. A. cultivate a spirit of international appreciation and of mutual respect, through recognition of our common love for the finer things of the spirit represented by patriotism, progress and peace.

APPRECIATION DAY

In the interest of the closer relationship between the school and the home, it is suggested that we unite with the Bureau of Education, Washington, D. C., and the American Legion, in celebrating Education Week in November. A special committee in the Department of Education of the National Parent-Teacher Association has been appointed to submit suggestions for the use of P.-T. A. at this time. It is suggested that one day be set apart as "Appreciation Day." Let the parents of the children visit the school and in a formal program express their appreciation of what the school is doing for the children and their regard for the service rendered by the teachers; offering such co-operation as may be desired.

There is no way to measure the relation between the cost of education and social values. Develop the idea that education is a priceless gift to the child. Make it a gala day. Hold at least one program where every race represented in your school presents his "gift" to Columbia, whose gift in turn is Democracy, the public school and opportunity. This may be in pageant form.

Since an educated parenthood is one of the fundamental objects of our organization, let each association make a survey in its membership as to books and magazines relating to child study and child welfare generally, belonging to members of the association. Plan to make of them a circulating library and keep track of books read. Hold discussions and endeavor to raise the standard of parenthood and home-making in your community.

A PROGRAM FOR A DAY OR FOR A YEAR

The following outline has been presented by Burr F. Jones, of the Massachusetts Department of Education, for use during Education Week, or for a more extended survey as a part of the year's work. It is called:

"KNOW YOUR OWN SCHOOL"

RELATIONSHIP OF THE STATE TO THE PUBLIC SCHOOLS

1. Of what officers or boards does the State Department of Education consist?
2. What is the title and name of the chief officer of the department?
3. By whom is he chosen and for how long?
4. How is the Advisory Board of Education constituted and what are its functions?
5. Into how many and what main divisions is the Department of Education divided?
6. What jurisdiction over the public schools is exercised by the State?
7. What work does the State carry on by way of vocational education?
8. What educational opportunities does the State provide for adults?

9. What help, educational and otherwise, does the State give to adult immigrants?

10. In what ways does the State help support the schools of your town?

FINANCIAL

1. How does your town rank in its financial ability to support schools?
2. How does your town rank in the financial effort it is making to support schools?
3. What proportion of the total tax of your town is devoted to education? How does this proportion compare with that of other towns in the same group?
4. How much money is available for the education of each child in your schools?
 - (a) From local taxes?
 - (b) From the State?
 - (c) From all sources?
5. How does your town rank in the total amount of money available for the education of each pupil?

THE TEACHING STAFF—MOST IMPORTANT FACTOR IN THE SCHOOL SYSTEM

1. What per cent of your teachers are graduates of college, normal school or city training school?
2. (a) What opportunities are provided by the State for training teachers? How do the courses differ at the various normal schools? What degrees are given? How does the cost of normal school training compare with the cost of college training?
- (b) How many students from your town are now attending normal schools? Does your town send its proportionate quota to normal schools?
- (c) How many teachers from your town attended summer school last year?
3. What proportion of your teachers have had at least two years of teaching experience?
4. What proportion of your teachers have been teaching in your town for two years or more?
5. What is the average salary paid to elementary school teachers in your town? To high school teachers?

EDUCATING THE CHILD AT HOME

BY ELLA FRANCES LYNCH

I

WHEN SCHOOLING BEGINS

THE task of designating for the readers of this magazine a program of elementary education that shall provide for individual advancement and safeguard each child's original gifts, is entered upon with the proviso, which cannot be stated too often nor too clearly, that the parents are by divine right the final authority in all that pertains to the rearing of their own children, and that this department would be a complete failure if it assumed to do more than outline the work which parents and teachers are to execute.

It is neither possible nor desirable to define a curriculum that fits exactly any two human beings at any particular period of life, to say nothing of planning minutely for millions the education adapted to the variable period of childhood. As well might the agricultural department stipulate that gardeners should coerce each and every young vegetable into mounting skyward at a uniform rate of, say, one inch a day. Perhaps the most noticeable feature of American schooling during the past thirty years has been its flattened uniformity. In order to make a clean breakaway from the too common method of dealing with souls and minds as if their extent, dimensions and capacity could be standardized to the fraction of a per cent, we must make a courageous stand for our children's inalienable rights, even at the terrifying risk of being labeled old-fashioned and reactionary.

The various changes that can and should be made in our school system will be discussed from time to time. I do not believe in fault-finding where betterment is out of the question, nor shall I propose any changes except such as are acknowledged by competent school authorities to be pedagogically and psychologically sound and necessary, and, furthermore, such as can be made without the expenditure of a single additional dollar. That

our school system needs overhauling is admitted by every honest and intelligent schoolman. "But," they say, "it is impossible for us to institute the necessary reforms until parents have been educated up to demanding and supporting them. If a superintendent undertook such a radical movement without favorable public sentiment being developed first, the hue and cry would drive him from his position."

HOW TO EARN 1,000 PER CENT

Can anyone question the need for the extension of our organization into each and every locality for the purpose of hastening the day of school reconstruction? Because of CHILD-WELFARE MAGAZINE and all that it represents, I am more sanguine today than ever before of our yet having a school system that yields 1,000 per cent on the investment. The first step towards its materialization is to make parents realize that not only their responsibility but their opportunity is enormously greater than that of the school, and that there is no such thing as a good school for the child who is given a wrong start at home.

I hold that it is a large part of the teacher's mission to preach the folly and wastefulness of substituting institutional care for home instruction a day sooner than the good of the child makes the transfer imperative, whether at the age of seven or eight or nine or ten, and that each case should be considered on its intrinsic merits and quite apart from the theoretical good of the mythical "average" child. The National Congress of Mothers and Parent-Teachers Associations will reach the high-water mark of usefulness by broadcasting the unassailable doctrine that *schooling can be salutary and productive only when it is an amplification and extension of home instruction*, by taking a solid stand against official interference with parents *who are fulfilling their duty to their children*, and encouraging parents to resume their old-

time responsibility to educate their own children. Change the compulsory school laws so that school attendance shall be left to the discretion of intelligent parents, and school compulsion be restricted to those children who by all the tests of good Americanism and common sense are unquestionably better off in school than elsewhere. Let this be our rallying-cry: "No schooling until the proper foundation has been laid at home; no interference by school authorities with parents whose children are being trained into good citizenship."

A PRACTICAL DREAM

Have I wearied my readers unto death with my reiteration of the necessity for a complete revolution in the prevailing ways of managing and instructing young children, my repeated demand for a new division of labor between home and school, my plea for a different popular conception of education, and for a sharply drawn line circumscribing parental rights and duties, within which sacred circle there shall be no official meddling?

Have I perhaps aroused the antagonism of earnest young teachers who fancy I am making light of their honest efforts when I tell them that the school cannot educate? that it can only instruct? Let me assure them that when we have succeeded in restoring the old-time purposiveness of the home and have staked out the line of demarcation where the teacher's duties begin, we shall make the teaching profession what it ought to be, the most delightful, fruitful, best rewarded and most respected occupation of the day. I look forward to the time when conscientious, experienced teachers, freed from the neck yoke under which they now labor, freed from the onus of being fact-crammers, lesson-hearers, nursery maids and statistical clerks, shall each walk happily into her classroom, brimming with the joyful prospect of a good day's work with heart and hand and head, because the daily measure of her accomplishment shall be: "Has each of my pupils done better today than yesterday?" This is not a dream of the millennium, but a practical plan that has functioned to the

satisfaction of teachers, patrons, and school officials in more than one public school.

Dr. La Rue, professor of psychology in one of our State normal schools, wrote pithily a little while ago: "It is no wonder that illness and the death rate among children increase at six, the age of beginning school. We behave as if childhood were a crime or a disease from which to escape as quickly as possible."

We have all noticed how iron is affected by sudden great changes of temperature, an observation that should make us alert to the risk of warping or breaking the delicate human mechanism by such parallel treatment as the sudden induction into an environment utterly new and sedentary occupations unduly prolonged. From the freedom of the wild colt to the fetters of the school room is too great a change to be healthful for body or mind of most children. Rather should there be several years of gradually increasing parental instruction and learning, consisting initially of five-minute daily lessons given regularly and punctually. Day by day there should be a smooth and natural development of the preceding discipline and practice, and when the child finally goes for instruction outside the home, it should be for sessions of not more than an hour or so a day. Mothers who inaugurate such a program, supplementing and adapting according to individual needs, will find that the children so trained become from week to week more tractable and teachable, more agreeable and interesting, more helpful, and happy, and eager to learn. As it is a law of motion that the actions of two bodies upon each other are always equal, so the mother will find her own knowledge and intelligence, her own resourcefulness and eagerness and inventiveness increasing, and she will almost think that she and her pupils alike are learning while they sleep.

BUILDING-BLOCKS FOR PARENTS

Last year we discussed at length the essentials in which children should be grounded before an attempt is made to give them the mechanical preliminaries of book instruction. These five essentials are a

good vocabulary and the habits of obedience, reverence, work, and observation. On such a foundation there is no more engrossing occupation than that of continuing the work so successfully begun, the teacher keeping in mind that education is a process of building rather than of decorating and that, however pleasing to the eye may be a beautiful piece of mosaic, it is after all only surface adornment and of lower importance than the edifice it completes. If you have never done so, learn by heart this month Longfellow's poem, "The Builders," whence comes our motto for the year:

"For the structure that we raise,
Time is with materials filled;
Our to-days and yesterday's
Are the blocks with which we build."

What about our building plans? Parents should naturally have in mind a standard of educational attainment for which it is right and reasonable to work and sacrifice. Too often, however, their projects are visionary, diverting attention from what is essential and good to what is non-essential and dubious, if not manifestly harmful. I remember a mother saying to me of her fourteen-year-old son: "After Bob finishes high school and goes through Harvard we are going to send him to the Sorbonne and make an archeologist of him." I gasped. Bob was a merry young idler, not yet through grammar school, without any perceptible scholastic leanings or any investigating spirit apart from lightheaded amusements, who could not do well a single thing with head or hand and whose only original knowledge of the earth's surface had come from accidental contacts with it on the playground. As the father's money had thus far secured for him whatever seemed in keeping with the family pretensions, both mother and son apparently believed that a million dollars could transmute this lazy ignoramus into a world-revered scientist. Now, at twenty, Bob is out of high school, but he is not yet into Harvard. He has brought home a silly little wife and the father is supporting the precious pair.

Day-dreams are all very well in their place, but they do not make a reliable meas-

uring-stick in bringing up children. Nor are school gradings and graduations safe criteria of progress. Education cannot be reckoned in percentages, nor does culture consist in following courses, memorizing half understood statements, and going through subjects. Our object should be to give the discipline and instruction fitting the various stages of development, always taking account of individual differences and capabilities, and keeping in mind that each stage of childhood has an education of its own that should be complete and adequate, so that in its turn it may become the solid foundation for the next stage of development. Our poem says:

"Build today, then, strong and sure,
With a firm and ample base;
And, ascending and secure,
Shall tomorrow find its place."

Can children acquire general culture without first acquiring thoroughness? No. Give them first of all the tools of knowledge-getting. Train them to use these correctly and exactly. This done, the individual can soar to any height, unburdened by the dead weight of mechanical incapacity. The greatest of the great became great and were great because they had learned in early youth to do simple things correctly and to overcome those mechanical difficulties, mental as well as physical, which later on would have dragged them down and driven them to despair. The matter was conquered. The spirit was free.

HOW AND WHITHER?

By what means, then, shall parents and teachers dealing with young children determine the right course and the safe rate of progress? By means as simple and understandable as the natural laws governing tree-growth. The child of three is educated if it is healthy, happy, docile, sweet, obedient, and busy. The child of seven who is self-controlled, reverent, obedient, respectful, helpful, attentive, active, cheerful, whose five senses have had adequate training and whose vocabulary is correspondingly extensive, is educated, regardless of book-lessons. An educated ten-year-old is a child so trained that if he were

thrown upon his own resources he would be able and willing to earn his living and would also have the desire to learn and the ability to pursue the studies that appealed to him, even without the help of a teacher.

Such standards as these may be established with perfect ease and safety, to measure the quality, extent, value and quantity of instruction fitting the needs of each child during the first ten years of life. As a warrant that the individual is being fully equipped for citizenship in this working world, such a test is sufficiently rigorous and exacting. At the same time its height and breadth and elasticity provide space and encouragement for the cultivation of taste and imagination and the necessary margin of health for soul as well as mind. Not so important, but still a matter for practical consideration, is the fact that a child measuring up to these standards can step into a public school and find his intel-

lectual level without undue disappointment or mortification. Every good teacher knows that if all her pupils were thus carefully trained she would not have to sweat blood to get them ready for the next grade.

Next month I shall outline a curriculum for the first four years of schooling and start preliminary instructions for adapting it to the home school. As it is proposed to discuss in this department anything and nearly everything pertaining to the education of children, whether at home or in the school or the Sunday school, we ought to have freer expression of opinion. Many mothers and teachers write to me, but it seems almost unfortunate that my correspondents should be only those who agree with my viewpoint. Let us have both sides.

Readers are invited to send ten cents for pamphlets dealing with suitable instruction prior to book-lessons. Give child's age and any difficulties in its management.

THE MOTHER'S HYMN

A Hymn for Mothers and Teachers

*Up to me sweet childhood looketh,
Heart and mind and soul awake,
Teach me of thy ways, O Father,
Teach me for sweet childhood's sake;
In their young hearts pure and tender,
Guide my hand good seed to sow,
That its blossoming may praise Thee,
Praise Thee wheresoe'er they go.*

*Give to me a cheerful spirit,
That my little ones may see,
It is good and pleasant service,
Pleasant to be taught of Thee;
Father, order all my footsteps,
So direct my daily way,
That in following me, the children
May not ever go astray.*

—Contributed by Mrs. M. H. Bassett.

EDITORIAL

THE BROOK

EVERY year thousands are joining the ranks of those who, first, last and all the time are seeking the welfare of the boys and girls of America. The great yearly increase in the membership of the National Congress of Mothers and Parent-Teacher Associations is significant of an awakening popular interest in the education of the child. This interest is the best thing that could happen to the United States or to any country, because as soon as a generation of young people comes on the stage, sound in body, clear in thought and strong in character, then the solution of our social, political and economic problems will move swiftly forward.

It will take a long time to achieve our aim—an intelligent interest on the part of all the people in all the children. It sounds like the millennium and it probably will be!

With this long-time program ahead of us our work takes on the aspect of Tennyson's brook:

"Men may come and men may go,
But I go on forever."

Other generations arise, do their work and disappear or fall into "innocuous desuetude," but as long as children need a chance, there will be work for us to do.

TALK IT OUT

Each one of our 550,000 members can be an advance agent of that citizenship of the future towards which we look. Each can be an inveterate enthusiast, a consistent "booster" of the principles of the Congress.

TALK P.-T. A.

Illinois tells a story about one of her local presidents who loves her work and talks it on all occasions. She is the proud mother of a boy of four and a baby girl. One day the little son was sent into the next room to see what baby sister was doing. He was soon back with his report:

"Oh, she's all right, Mother; she's talking P.-T. A."

If you love your work, you will talk about it; slowly but surely public opinion about child welfare and education will crystallize.

THE TWELVE-HOUR DAY

It is a liberal education to keep posted about child welfare measures. It seems a far cry from the great steel industry of the country to the safety of the home, but those who have been interested in the recent reduction of the twelve-hour day can see the connection.

In 1907 the Pittsburgh Survey Reports launched the first attack on the twelve-hour day in the steel plants. During the sixteen years that have followed, the protests against the working conditions in this great industry have grown louder and louder. The deep objection to the twelve-hour day lies in its menace to a sane and normal home life; in its effect on the citizenship and the fatherhood of the men employed.

With eight hours for sleep and an hour to go to and from work, there remains a possible three-hour period for the family, recreation, meals and necessary duties about the house. What time is left for participating in community, State and national life, for learning English, for study and self-improvement?

Judge Gary dwells upon the "bitter disappointment of the great groups of ambitious Americans" who long to work the twelve-hour day, who have "planned their lives on twelve-hour pay." He insists that the workers have an "easy" time of it, and that the "romantic public" is ignorant of conditions.

Nevertheless it is an encouraging fact that the "romantic public" has come to realize that a man is more than a machine and that life is more than a pay envelope. The first requisites for the safety and prosperity of the country are not steel

girders, but sane citizenship, intelligent parenthood and happy homes.

The final blow to the twelve-hour day was the pronouncement by President Harding shortly before his death. Hereafter there will be three daily shifts instead of

two throughout the great steel plants at Bethlehem, Gary and South Chicago.

Thus is opened another door of opportunity for the making of better men, better fathers, better homes and a better next generation. M. S. M.

SUMMARY OF STATE CHILD LABOR LEGISLATION, 1923

(The legislatures of 41 states held sessions during 1923. Complete reports from practically all these sessions concerning legislative action on child labor are now available. We are printing here a summary of all 1923 state child labor legislation. This summary is, to the best of our knowledge, correct and up-to-date.)

THE outstanding legislative achievements of 1923 have occurred in Wisconsin, Delaware and Rhode Island, which have removed their names from the blacklist by sweeping bills raising their child labor standards in many respects.

It is to be noted that Pennsylvania's honest attempt to establish an eight-hour day for minors was defeated only after a long and bitter struggle, while the Governor of Ohio is to be thanked for vetoing a bill, passed by both branches of the legislature, permitting all children over 10 to work 36 hours a week when school is not in session.

Michigan is not so fortunate as Ohio, however, in having a deterrent upon its attempts at reactionary legislation, for it passed a law reducing from 21 years to 18 years the age at which females may work at dangerous machinery. This is, as far as we know, the only definitely backward step taken by any State during the year.

Absolutely the first effort within our knowledge to regulate agricultural child labor was made in Wisconsin, where a bill providing for investigation and regulation of child labor in cherry orchards, sugar-beet fields and cranberry bogs received strong support in the legislature, although it was finally defeated. Of the 41 legislatures which were in session, 20 brought to a vote bills concerning some phase of the child labor question.

LAWS PASSED REGULATING HOURS OF WORK FOR CHILDREN

Delaware—Eight-hour day, 48-hour week for all workers under 16.

Maine—Eight-hour day for all under 16.

Mississippi—Eight-hour day for all under 16.

South Dakota—Fifty-four-hour week for all under 16.

Wyoming—Eight-hour day for all under 16.

LAWS PASSED REGULATING NIGHT WORK FOR CHILDREN

Connecticut—Work forbidden after 10 P. M. in all bowling alleys for those under 16.

Delaware—Work forbidden 7 P. M. to 6 A. M. for all under 14, and for those under 16 in street occupations.

Wyoming—Work prohibited 7 P. M. to 7 A. M. for all under 16. Farm labor and domestic service excepted.

LAWS PASSED SETTING AGE LIMIT FOR CHILD WORKERS

Delaware—Sixteen-year age limit for listed dangerous occupations, including mines.

Rhode Island—Fifteen-year age limit for any manufacturing or business.

Wyoming—Fourteen years all gainful occupations; 16 years dangerous occupations. Farm labor or domestic service exempted.

Michigan—Twenty-year age limit for females working at dangerous machinery reduced to 18 years.

LAWS PASSED REGULATING COMPULSORY SCHOOL ATTENDANCE

Kansas—Attendance compulsory up to 16 years and completion of the eighth grade.

Rhode Island—Attendance compulsory up to 15. —"The American Child."

NEWS OF THE STATES

CALIFORNIA

The Executive Board of the California Congress of Mothers' Clubs and Parent-Teacher Associations has held two meetings under the new administration and has been extremely busy in organization work. It is becoming a custom at the luncheons between the sessions of the Board to hold informal discussions. This month we had "vacation experiences of P.T. A. workers" and found much amusement and interest in the experiences of our women on "pleasure bent," spending their time talking and doing P.T. A. work. Mrs. Carl Schnabel, of Yuba City, told of an organization in Sisson, a small town at the foot of Mt. Shasta, isolated because of its location, having found in its P.T. A. the solution of its needs for a great community group. The mayor has just been re-elected president of the association, which is now entering its second year, and he says he feels this work the best thing he is doing for community service. They have for twenty years needed a school building. The new P.T. A. made it possible. The Americanization problem in the lumber town is tremendous. The P.T. A. welcomes all races, and colors, and the mayor greets them all with a handshake as they come into their semi-monthly night meetings, which everyone attends.

Mrs. G. A. Reilly, the State Treasurer, gave many valuable convention suggestions obtained at her recent visit to the National Business Women's Clubs at Portland, Oregon.

Nearly every woman had some husband's expression from vacation trips, as, "Has this town one?" Meaning, of course, a P.T. A.; and it was soon made evident that the members of the State Board considered vacations most worth while when they were doing some sort of P.T. A. extension.

California is sending its President, Mrs. Hugh Bradford, of Sacramento, to the National Board of Managers' meeting in Ohio.

The State Parent-Teachers' Association Day at the State Agricultural Fair is to be held September 4. At that time the Governor, the State Superintendent of Public Instruction, and several representatives of educational institutions will address the public on the value of our work. A luncheon will be held in the new Administration Building. During the entire week a booth of exhibits of P.T. A. posters and literature will be kept open day and evening. The booth will register all visitors, distribute literature and supply information.

PARENTS' READING CIRCLE, BERKELEY

The Parents' Reading Circle of Berkeley was organized in March, 1923, by Mrs. Herman Layer, to take up the Reading Course for Parents outlined by the United States Bureau of Education.

Mrs. Layer had been a teacher for several years, and always a lover and friend of children. After she married and became the mother of two boys and a girl her interest deepened, and feeling the great benefit to be derived from reading books compiled by men and women trained along lines of scientific child development, and finding so many mothers with whom she came in contact in

the Parent-Teacher work of a similar mind, under the auspices of the Berkeley Federation of P.T. A., she invited all interested to meet at her home, where a reading circle would be organized. This meeting was held, a circle formed, and reading begun on a book selected from Reading Course No. 21, "Twenty Good Books for Parents."

The Circle meets every week at the home of Mrs. Layer, from 11 o'clock A. M. to 2 o'clock P. M. Members bring their lunch, and a tea committee serves a cup of hot tea. The half hour for luncheon promotes sociability. Meetings are called to order promptly and dismissed promptly. The leader reads, in view of the fact that members grasp the meaning better when they become accustomed to one voice. Frequent discussions occur. Dues are only 25 cents a year. The books are on the Public Library shelves, and the co-operation of the library in buying the books on the list which they did not already have has been much appreciated.

Several of the members are working for the diploma given by the United States Bureau to those who satisfactorily complete the course. Others attend only for the purpose of getting help and inspiration from the readings. Many minor plans will be worked out gradually as the Circle progresses.

SUMMER-TIME IN SANTA CRUZ

The members of the Santa Cruz Federation of Parent-Teacher Associations realize how greatly favored they are to live in this beautiful resort city of California, and they take every opportunity to show real hospitality to visiting members. During the summer months many flock to Santa Cruz from the interior cities, and they have learned that there are always P.T. A. friends here who will welcome them.

Beach picnics are arranged by committees in charge, and through the efforts of local members and the press there is always a jovial crowd in attendance to enjoy the day's outing. A delicious picnic lunch, and an afternoon of sewing, chatting and exchanging ideas bring all very closely together.

A beach parasol, with the lettering "P.T. A.," has been purchased by the Santa Cruz Federation for use of any member; and it is also an incentive for meeting visiting members, as it is very prominent among the many parasols to be seen daily at the beach. A notebook is attached for out-of-town members to register their names, and many prominent in the State work have signed, as well as other workers.

Not only do they enjoy the beach picnics, but members and their families occasionally spend a day in the hills, for Santa Cruz boasts of both the ocean and the mountains, with the redwoods to tempt and lure people into the open. A day spent as guests of Mrs. W. A. Smith, President of the Federation of Parent-Teacher Associations of San Francisco, and her sister, Mrs. Marion, at their summer home at Mt. Hermon will long be remembered. And so the summer is passing with pleasant memories, and still more happy days are planned and arranged for by the President of the

Santa Cruz Federation, Mrs. M. L. Smith, and her corps of active, efficient workers.

IDAHO

The eighteenth annual convention of the Idaho State Parent-Teacher Association was held at Pocatello with a good representation of delegates. A fine spirit of co-operation was manifest throughout the meetings and delegates pronounced it one of the best conventions yet held. Much credit is due the Pocatello organizations which acted as hostesses and left nothing undone that would add to the pleasure and comfort of their guests.

Devotions, led by Pocatello clergy, opened all meetings. In the absence of Mayor Ross, Superintendent Siders delivered the address of welcome. Mrs. S. J. Ewen, State President, responded and gave a review of the year's work, with a number of suggestions for carrying on the work the coming year. Owing to the growth in membership in the past year, the President recommended the appointment of an executive secretary to care for the increasing correspondence and other work.

The work of the State Parent-Teacher Association is carried on in five departments, namely: Organization and Efficiency, Public Welfare, Education, Home Service and Health, each under the supervision of a vice president.

A School of Instruction was a feature of the convention, members leading in round table discussions on all phases of welfare work. Suggestions brought out for improvements in the home and in the school were many, and what is more important, they were practical.

One of the outstanding addresses was given by Mrs. C. E. B. Roberts, of Gooding College, on "Parents' Problems in the Modern Home." Mrs. Roberts stated that there has been a wide swing of the pendulum during the present generation, conditions over the entire country changing greatly and rapidly. The most serious problems of life are now settled during adolescence and parents should be unusually patient with their children during that period.

Mrs. D. G. Ruby, of Caldwell, gave "The History and Origin of the Parent-Teacher Association." Eva McCoy Blue, Dean of Girls of Gooding College, gave an excellent address on "Community Life and the Child." Mrs. Blue urged obedience to authority and to God and stated that responsibility for the welfare of the children must be carried equally by the church, the home and the school.

The banquet Friday evening at the Hotel Banrock was a brilliant affair. Mrs. William J. Ingling, a member of the Board of Trustees of the Pocatello Schools, acted as toastmistress and in a charming way introduced the speakers. Excellent music was furnished by Pocatello talent.

An outstanding feature of the evening was the reading of "Idaho Poems" by Mrs. Irene Walsh Grissom, the well-known poet laureate of Idaho. Attorney General Black gave the principal address of the evening upon "Questions of School Law," giving a concise review of events leading to the establishment of the present educational board, which, he stated, was one of the most efficient in the country. Ten million four hundred and forty thousand dollars have been spent for educational purposes in the State the past year,

he said, but pointed to the exceedingly low rate of illiteracy, 1.5 per cent, in the State as a vindication of this enormous expenditure.

Principal Alice Cosgrove, of Pocatello, gave an interesting address on "The Teacher and the Parent-Teacher Association."

The following are among the most important resolutions adopted by the convention:

Resolved, That the Idaho P.-T. A. go on record as favoring the reading of the Bible in the public schools.

Resolved, That the State Board of Education be requested to remove from the schools of Idaho the unpatriotic histories and those which attempt to formulate for this nation its future foreign policy.

Resolved, That we earnestly request the State Board of Education to carefully consider the plans of teaching the Constitution of the United States as provided in the new law, so that the children of Idaho may venerate and respect the Constitution, which is the intent of the law, rather than lose this object through un-American texts.

Resolved, That this organization support the Welfare Bureau of the State of Idaho to standardize motion pictures so as to eliminate all views tending: first, to cast disrespect on our Constitution and laws and to ridicule law enforcement officers; second, to invite the child's mind to the commission of crime; third, to create disrespect for the home and the sacredness of the marriage relation; fourth, to subtly suggest immorality; fifth, to ridicule ministers of the gospel, and to deride religion.

Resolved, That the Parent-Teacher Association realizes the immense importance of our Federal and State Prohibition laws, and that we call upon the families of this State to discourage in every possible way the making of "home brew," which is unlawful in Idaho.

Whereas, It is the sense of this organization that all children should be compelled to attend school until they have passed the age of 15, whether or not they have completed the eighth grade or are eligible to enter the high school; be it

Resolved, That we endorse an amendment of the law to read as follows: "In all districts of this State all parents, guardians and other persons having care of children shall instruct them, or cause them to be instructed, in reading, writing, spelling, English grammar, geography, and arithmetic. In such districts every parent, guardian or other person having charge of any child between the ages of 8 and 18 years shall send such child to a public, private or parochial school for the entire year during which the public schools are in session in such districts; provided, however, that this article shall not apply to children over 15 years of age where their help is necessary for their own use or their parents' support or where for good cause it would be for the best interests of such children to be relieved from the provisions of this article."

The last session of the convention was given over to the reading of reports by delegates for their respective associations and many excellent ideas for carrying on the work were brought out, with ways and means for financing them. Many of the circles have bought school and playground equipment, served hot lunches to hundreds of children, and furnished milk to undernourished chil-

dren unable to pay for it. In the northern part of the State a number of clinics for children were held under the auspices of the P.-T. A., and a great number of eye and throat troubles corrected, the P.-T. A. paying the cost for the needy.

The annual election of officers was held Saturday morning, at which time the secretary and four vice presidents were chosen. These new officers will serve for two years. All other officials hold over for another year, having been elected for two-year terms at last year's convention.

INDIANA

THE STATE CONVENTION

The program for the State Parent-Teacher Convention in Indiana is now complete and other plans are under way. The convention will be held in Indianapolis, headquarters at the Severin Hotel, October 16, 17 and 18.

The presence of our National President, Mrs. Reeve, the first two days of the convention will lend unusual interest. Mrs. Reeve will speak at the banquet on the subject, "Parent Power." The banquet will be held Wednesday, October 17, at 6.30, in the Assembly Room of the Severin Hotel, with Mrs. C. C. Derbyshire, State President, as toast-mistress. The invocation will be pronounced by Dr. David M. Edwards, President of Earlham College. Addresses will be given by President Gross, of DePauw University, on "Some Impressions of the Far East," by President Elliot, of Purdue, on "Silent Hostilities of Home and School," and State Superintendent Burris, on "The Next Step."

The convention will open at the Severin Hotel on Tuesday afternoon, October 16, with a business meeting to be followed by the first program that evening. At this meeting, Dr. S. L. Davis, of Indiana University, will give an address on "The Problems of the Teens." This will be followed by a group of songs by Mrs. Davis. This meeting will close with an address on "The Insulin Treatment for Diabetes," by Dr. Arthur L. Walters, of the Eli Lilly Company.

The Wednesday morning meeting will be devoted to business and the afternoon meeting to a program and round tables. The first thing in the afternoon will be an address by Dr. Helen T. Woolley, Assistant Director of the Merrill Palmer School of Detroit, on "Laying the Foundation in Early Years for Mental Development and Character." This address will be followed by the round table discussions held in different rooms of the hotel: Health, led by Mrs. Richard Lieber, of Indianapolis; Play, Recreation and Physical Education, led by Colonel C. Seymour Bullock, of South Bend; and Child Psychology, led by Miss Elizabeth Hester, of Indianapolis.

Thursday morning will be a business meeting. The afternoon will be devoted to a general round table discussion of "Problems of High School Girls." This discussion will be led by Miss Katherine S. Alvord, Dean of Women of DePauw University, and will be continued by deans of women's colleges and high schools of the State. The convention will close at 4 P. M.

PRESIDENT HINES WRITES ON PARENT-TEACHER ASSOCIATIONS AND THE MOVIES

President L. N. Hines, of the Indiana State Normal School, has a most interesting and helpful

article on "The Parent-Teacher Association and the Movies" in the Visual Education Magazine and reprinted in the July number of the Educator Journal.

President Hines has an unbounded faith in the power of the Parent-Teacher Association in reforming the movies seen by the boys and girls. While he feels that much has already been accomplished, he does not minimize the task yet to be done, and puts the responsibility squarely on the shoulders of the parents, where it belongs.

Dr. Hines does not content himself with an arraignment of the great majority of moving pictures now seen by boys and girls—a cheap device employed by many would-be reformers—but offers a constructive plan by which the Parent-Teacher Association may furnish a substitute for the movie theatre for the children. He would have moving picture machines installed in the school houses and a weekly program given of clean, wholesome pictures for boys and girls. He believes that parents could well afford to allow their children to go to such a program on Friday and Saturday evenings, thus securing both amusement and education at a low price. While Dr. Hines does not say so in exact words, he implies that part of the unfortunate effect of movies on the boys and girls is the frequency of their attendance during the week.

This subject of motion pictures in the schools has for some time been a matter of responsibility to Parent-Teacher Associations in Indiana. They have assisted in purchasing equipment and in securing good films.

There are now some six or eight good machines on the market suitable for installation in school buildings, and to be had at reasonable prices. Clean, wholesome films, of both the educational and amusement type, may be secured from a number of sources. University Extension divisions have gone into this field in most of the States.

In Indiana, the Indiana University Extension Division at Bloomington distributes films to schools and organizations throughout the State. The Division now has over a thousand reels of amusement and educational subjects and last year served about four hundred communities. These films, used in the State, were furnished practically free of charge, a small enrollment fee being paid for the year's service.

PARENT-TEACHER EXHIBIT AT ALLEN COUNTY FAIR

The Parent-Teacher Associations of Allen County had an exhibit of work done during the year at the County Fair the second week in September. Exhibits were judged and awards made from the standpoint of education, health, school beautiful, playground, community activities and general work of the association toward school improvement.

Each exhibit included a copy of the constitution and by-laws and the charter from the State Association. Pictures represented some piece of work done during the year. Credit was given for representation at county, district, and State meetings. The work must have been done by the association alone, or if done in co-operation with the school or some other organization, the part done by the Parent-Teacher Association was to be

clearly designated. The displays were mounted on sheets of cardboard of uniform size, 16 x 18 inches.

Displays were graded or judged by the point system, ten points being given for general appearance of the display and adherence to the rules for such; five for constitution, charter and State affiliation; fifteen for programs of educational value; five for equipment purchased; fifty for the scope of the work; and fifteen for representation at conferences. The fifty points given for scope of the work were distributed with ten points each for health work, school beautiful, community work, school improvement, percentage of paid membership in proportion to the number of patrons. The fifteen points given for representation at conferences were distributed with five points each for the city or county conference, the district conference, and the State Convention.

KANSAS

The members of the Kansas Branch of the National Congress of Mothers and Parent-Teacher Associations feel that the work accomplished by our local associations and the membership at large during the past year has been very worthy of notice.

In the first place the growth of our association has been marked. We have grown from a membership of 8,608 in 1921-1922 to 11,955 in 1922-1923. This has been due to the splendid co-operation between the officers, both State and local, and the individual members. Our dues are low, ranging from the ten cents per capita required by the State and National Associations to twenty-five cents yearly dues asked by the average local unit. The growth mentioned above is especially remarkable when we take into consideration the fact that one of our largest districts, which contains twenty-two counties, did not function during the past year, due to certain unavoidable reasons. These drawbacks have been overcome and we are expecting great things of them the coming year.

Our membership is divided into State, District, City Councils and Local Associations.

In twelve of our cities we have Councils composed of representatives from the local associations. The city having the largest membership is Kansas City, Kansas, which numbers 6,300; Wichita ranks second with 1,800 members.

The Eighth District ranks first in the number of cities or towns which have federated local associations, having fourteen towns to its credit.

We are planning a more extensive campaign for membership this fall and expect a large increase.

Another important thing accomplished in Kansas last year—and some would count it the *most* important—is the interest aroused in the work done by the associations. A splendid understanding of Parent-Teacher work has been created and a perfect co-operation between parent and teacher exists because of the worth-while objects attempted and subjects discussed; and the community spirit displayed by the members, especially in the small town of rural district is wonderfully encouraging. In many localities the Parent-Teacher Association is the only civic organization existing and great interest is shown in the meet-

ings, the attendance being often too great for the room.

The parents take great pride in the school, and principals and teachers have remarked the effect which the association has produced on its moral and physical tone.

The Executive Board of the Kansas Branch, at its last meeting in June, added two new departments to the twelve already provided for. These are the Department of Rural P.-T. A. and the Department of P.-T. A. in Churches, which has already been started in one or two localities. Work will be stressed in both these important branches, especially that of the Rural P.-T. A., as Kansas has two districts which are mostly all rural and which compose the western half of our State. We feel we can be of great benefit to these people if we only can reach them.

The work accomplished by the local associations, which are federated with the State and National, has been varied.

Through the Department of Child Hygiene the practice of serving hot lunches at noontime to the pupils, and milk and crackers at the morning recess to the undernourished children is almost universally done by the Parent-Teacher Association. They have also provided scales to weigh the children, and have established on a firm basis the free clinics for school children, physical education in the schools, school nurse, doctor and dentist.

Sanitary conditions have been improved and wells have been dug and pumps installed when the School Board is unable to do this.

Playgrounds have been equipped, thus taking care of the recreational side, and rest rooms and school kitchens have been furnished for the pleasure of teacher and pupil.

It has been this same Parent-Teacher Association which has come to the front and purchased moving picture machines, pianos, Victrolas, records, mimeographs, supplementary readers, and beautiful pictures to adorn the walls of the school room, so that the pupils and teachers might have the benefit of the modern methods of school work in modern surroundings. School libraries have been started and sets of reference books, such as "World Books," "Books of Knowledge," "Parents and Their Problems," have been purchased for them.

Whenever it was necessary to issue bonds to build new buildings or additions to school buildings already built, the Parent-Teacher Associations put their shoulders to the wheel and the bond election carried.

Much splendid work was done throughout the State at the last session of the legislature, when the local associations sent their avalanche of petitions and letters to their representatives protesting the repeal of the Anti-Cigarette Law, which was successful, as were other Child-Welfare bills contained in the Children's Code. A stricter censorship of movies was asked for.

The State organization has already issued two copies of a State Bulletin, and is planning to issue a Bulletin every quarter this year. It is planned to print our own leaflets on matters especially interesting to our Kansas people. We have been promised space in the Kansas State Teachers' Journal, and have splendid programs in the Parent-Teacher Round Tables, held in connection

with the four sections of the Kansas State Teachers' meeting to be held October 18-19.

We have for our slogan "A Parent-Teacher Association for Every School in the State," and are counting on the help of every parent and teacher to put it across, and with such an incentive to work, having for its foundation the common love of childhood, and its well-being, in the "Home, School, Church, State and Nation," we should not fall short of our goal.

MINNESOTA

The four delegates to the National Congress at Louisville carried home a wealth of inspiration for future work and found it hard to comply with all the requests for reports of the Congress. The Gopher State hopes to offer enough inducements to the National Congress to secure a National meeting soon. If the Congress met in the summer this State could offer wonderful opportunities for its guests. But the main reason for wanting the meeting is the joy of having such a body of unselfish delegates to carry inspiration and help to all.

During the University Summer School three lectures were given on the following subjects: "The National and State Parent-Teacher Organizations and Their Significance in a Democracy," "Local Associations and Councils and Their Significance to Our Schools," and "Suitable Programs for Parent-Teacher Associations." Those who attended these lectures were school superintendents, principals and teachers.

The State officers are trying hard to get the heartiest co-operation from the educators of the State now while the organization is in its infancy so that it will be started right.

The Mothers' Club of the Hancock School of St. Paul will take charge of a booth at the State Fair for the State Association. At this booth there will be literature from the National office, other States and from local associations. Each day there will be three ladies in charge who will be prepared to answer questions on Parent-Teacher Association work. Next to the State Association booth will be the booth of the Clothing and Shoe Committee of the St. Paul Council. This committee kept nearly two thousand children in school last year, supplying shoes and clothes where needed. The Milk Committee of the St. Paul Council will also have an exhibit. This committee conducted milk stations in nearly fifty schools last year.

The State Convention will be held at St. Paul, October 30, 31 and November 1. Miss Quilliard, of Duluth, is program chairman and a very excellent meeting is assured.

Part of the sessions of the district meetings of the Minnesota Educational Association held throughout the State will be given over to Parent-Teacher Association work. Several new chairmen have been secured during the summer and it is hoped that by convention time every chairmanship will be filled.

The State President is very grateful for material sent to her by other State presidents. "Loving Service" seems to be the watchword of these excellent women. The Minnesota State Association hopes to prove worthy. Minnesota extends an invitation to other States to attend her first State Convention.

NEW ENGLAND COUNCIL

The New England Council of Parent-Teacher Associations was held at the home of Mrs. Milton P. Higgins at Worcester on June 16.

In her opening address the chairman, Mrs. Charles H. Remington, said that our New England States have to confront a serious problem in the public school situation of today. Less and less interest is being taken in our public schools because of the withdrawal of certain large classes of children, leaving them no longer the democratic institutions they formerly were, where all classes and creeds worked shoulder to shoulder. She said that the Parent-Teacher Association had done and could do much toward counteracting the influences that were at work to undermine the public school.

In welcoming her guests, Mrs. Higgins, past president of the National Congress of Mothers, stressed the importance of the home in modern life and the necessity for a more general standardization of our schools.

Delegates from all the New England States except Maine were present, the president of the Congress of each State, or her representative, giving a report of the activities of the Parent-Teacher Associations in her territory.

The Council unanimously voted to send our new National President, Mrs. Reeve, a telegram expressing our loyalty and appreciation.

At the conclusion of the forenoon session the chairman of the nominating committee presented the following list of officers for the ensuing year, who were all duly elected:

Chairman—Mrs. E. C. Mason, Mass.

First Vice Chairman—Mrs. H. Wooster Webber, Conn.

Second Vice Chairman—Miss Siria Serri, Vermont.

Recording Secretary—Mrs. Harry A. Jager, R. I.

Corresponding Secretary—Mrs. A. B. Webber, Mass.

Treasurer—Mrs. Edward S. Moulton, R. I.

Between sessions the delegates were entertained at luncheon by Mrs. Higgins at the Tatnuck Country Club, the tables, which were decorated with mountain laurel and ferns, being placed on the wide verandas of the clubhouse.

OREGON

Oregon is proud of the distinction of having a National Vice-Presidency again bestowed upon one of our members, and we are anticipating a splendid response to National endeavors through the efficient leadership of Mrs. J. F. Hill.

Juvenile Protection Month was brought to a close by one of the most unique processions ever seen in the city of Portland. Under the leadership of our Children's Librarian, Miss Jessie Millard, hundreds of our juvenile readers appeared in the costume of their favorite characters, and the streets resounded to the tread of scores of "Tom Sawyers," "Huckleberry Finns," "Old-Fashioned Girls," "Uncle Toms" and "Little Evas," while the Ruggleses and the Wiggs marched along with the "Twins" of many a foreign country, and side by side were "The Boys of '76," and "Richard, the Lion Hearted." Many of the costumes were made by the children and exemplified much originality.

The Portland Parent-Teacher annual luncheon was one of the largest ever held in the city. All the school principals were present. Mrs. D. B. Kelly presided, and talks were given by the Assistant Superintendent of Schools, two members of the School Board, and Mesdames Hill, Hayhurst and Hawkins. Much enthusiasm prevailed that augurs a splendid outlook.

The Scholarship Loan Fund was established that day as one of the results of the visit of City President, Mrs. Kelly, to the National Convention. All departments are being enriched by the inspiration gained at the National Convention by Oregon's three delegates.

At the Gladstone Chautauqua, which is held in a lovely grove containing seventy-five acres, situated twelve miles from Portland, the Clackamas County Council conducted a Parent-Teacher program followed by a basket luncheon that was much enjoyed by the visitors from Portland and elsewhere.

Multnomah County Council has taken a keen interest in the elimination of games of chance and shows of low repute from the Multnomah County Fair, and in furtherance of that good cause it encouraged the educational features introduced this year. An excellent program consisting of inspiring talks by Mesdames Hill, Kelly, Perkins and Miss Hays was presented on Parent-Teacher Day followed by a picnic dinner.

Members of the Portland Parent-Teachers acted as chaperones for the picnic given by the municipality for the pleasure of our little cripples and shut-ins. An auto trip up our famous Columbia River Highway, with lunch at the Shrine Club, were the outstanding features. The day was all too soon ended, but the contacts made will result in lifelong friendships.

The State Convention in October at Medford is our next mile post. The last meeting of the Executive Board was held at the beautiful country home of the Corresponding Secretary, Mrs. John Risley. The members arrived at eleven, and after being guided among the lovely flowers in the spacious grounds were served a most delicious luncheon by the hostess assisted by her mother.

One Portland circle anxious to see that the school board gave them a real fireproof, new building with auditorium, managed to get the "daddies" out 100 per cent by having each child fill out the following typewritten letter and present it to father:

"Dear Daddy: Would you like to have your (daughter or son) attend school in a nice new building next year? If you would like that, I want you to please go over to the Parent-Teacher meeting at the school Thursday night at 7.30. All the boys and girls in school are asking their fathers and mothers to be there.

"A year ago the Board of Education promised to build us a nice new building with a furnace in it and an auditorium and everything a school should have. Some of our neighbors have gone down to the meeting of the board and they say that there are no plans made yet for our school and most of the money is already spent.

"I want to know how we are going to get a school like the one the Board is building for Holliday, Multnomah, Laurelhurst, etc. So daddy, dear, won't you go over to the school? Mr. Woodward, of the Board, is going to be there.

They want all the daddies especially, and all the mothers, too. So please go and be sure that they build a new school at _____ for your loving (daughter or son) Betty, John, etc."

Were the daddies there? We'll testify they were!

PENNSYLVANIA

STATE CONVENTION

Our annual convention, which will be held at Franklin, October 24, 25 and 26, promises to be unusually interesting and helpful. We hope to have as one of our speakers our new Commissioner of Education, Dr. J. George Becht, who is a member of our State Board, and has been for many years a loyal friend and helper of the Parent-Teacher movement. Dr. John Thomas, the new president of State College, is also on the program, as well as Rev. Caldwell, of the State Department of Health, who has made such a signal success of his talks to high school boys on social hygiene. Delightful social features, planned by our hosts, will alternate with reports, business sessions, and discussions of new problems, the latter the real crux of the convention, to which we plan to give the big end of our time. Our September letter will give you the full program.

NORMAL SCHOOLS

This is the second year that the majority of Pennsylvania's normal schools in summer session have been covered by members of our State Board and other faithful workers. Indiana and Clarion Summer Schools were ably covered by Mrs. H. C. Christy, of Indiana; Bloomsburg, Lock Haven, and Mansfield by Mrs. Otis Keefer, and Mrs. D. W. Lamade, of Williamsport; West Chester, Cheyney, and Kutztown by Mrs. W. E. Greenwood, Mrs. D. W. Faulke, and Mrs. Joseph Scattergood; and Stroudsburg by Mrs. E. A. Andrews, of Easton. For the first time in our history we had the opportunity of getting our message to the students of the summer school of the University of Pennsylvania, and the rare good fortune of having that message presented by our National President, Mrs. A. H. Reeve.

DISTRICT CONVENTIONS

During the past year Pennsylvania has undertaken the organization of groups of adjacent counties, in order that the Parent-Teacher Associations may have the pleasure and profit that come from friendly personal contacts and the exchange of experiences. As a result, the following district conventions were held in September:

1. At Wellsboro, Tioga County, on September 29, arranged by Mrs. Otis Keefer, chairman of the district, and our second vice-president, and by Mrs. Leon Cameron, president of the Wellsboro P.T.A.

2. At Bedford, on September 15, arranged by Mrs. William Brice, Jr., our third vice-president, and Mrs. John Lyon, of Bedford, for the purpose of securing a district council for adjoining counties. A county council for Bedford County was organized at the same meeting.

3. At Mt. Gretna, Lebanon County, on September 15, arranged by Mrs. W. D. Happel, chairman of the district surrounding Harrisburg.

4. At the Germantown High School on September 26, arranged by our State Treasurer, Mrs.

W. E. Greenwood and the president of the Germantown Mothers in Council, for the purpose of organizing a district council. Mrs. A. H. Reeve, our National President, was the chief speaker at this meeting. A county council was organized by Bucks County delegates at the morning session of this convention.

5. It is hoped that a fifth district organization of counties surrounding Venango County can be effected on the morning of October 24 at Franklin, immediately preceding the opening of our State Convention. Venango County may organize a county council at the same time.

ACTIVITIES OF THE EASTON ASSOCIATIONS

There are Parent-Teacher Associations in each of the fifteen schools including the High School. A Central Council, composed of four delegates from each association meets monthly in the High School. This Council has successfully managed an outdoor "School Festival," selling more than three thousand tickets at 15 cents each and clearing a balance for the treasury of \$230. Part of this sum was used to bring to Easton an exhibit from the American Federation of Art of forty original paintings by contemporary artists. This exhibit was open to the public after school hours, and during the school period it was shown to the pupils by the Art Supervisor, who explained the points of interest. Also in connection with it, on the invitation of the Council, C. Valentine Kirby, State Director of Art, came to Easton and spoke to a large group of parents on "How to Enjoy Pictures."

Each association in the past year has paid for milk given daily to all children who could not afford to buy it, and has co-operated with the school and the Woman's Club in nutrition work.

Programs have been built around the slogan, "Know Your Schools," and such topics as the following have been presented: "Taxation in Relation to Education," by the president of the School Board; "Supervision of Primary Grades," by the Primary Grade Supervisor, who gave a most helpful explanation of a survey of twenty third grades in arithmetic, pointing out the weak and strong places discovered.

A committee from the Central Council attends all the regular meetings of the School Board.

RHODE ISLAND

At the annual meeting of the Rhode Island Congress of Mothers, Mrs. Harry A. Jager presented a report of the year's activities among the Parent-Teacher Associations of the State that was of very general interest. In it she said:

Your chairman of the Extension Department was allotted the task of receiving all the reports from the member clubs and making a summary to be presented at this meeting.

All reports are enthusiastic and helpful, and show the clubs to be doing a very worth-while work, with much interest and delight in their achievements.

The majority report a large increase in membership, two clubs having gained over 100 per cent in new members. One added 120 in new members and the other 225.

The programs that have been presented are, on the whole, helpful, entertaining, and construc-

tive. Ten clubs have had exhibition meetings, with exhibits by students of shop work, millinery, sewing, and general school work. One of the Councils had an exhibition of correct dress.

Nearly all report delightful "Fathers' Nights" and seven clubs have included fathers in their membership.

The various methods used to raise funds indicate that aside from the money-making there is much enjoyment and good fellowship gained while the treasury is being replenished. Half of the clubs report gifts of money at Xmas to the janitors of their schools.

In almost every instance one monthly meeting is set aside for a "Children's Day," with a special children's speaker, and refreshments and favors for each child.

Also at either Xmas, May Day, or the last day of school, and in several clubs on all these occasions a party is given the children. At Xmas many trees are given different schools, and several thousands of children receive oranges, bags of popcorn, or candy, and in some instances each child is the recipient of a toy. In one high school club a student dance and entertainment is given each year to the juniors and refreshments are served.

More teachers than ever before are reported as members of the clubs, and some organizations boast of 100 per cent attendance of teachers at every meeting.

Owing to the severe winter and much illness large attendances have been impossible, so some of the clubs in the suburban districts continued their meetings through the summer months. Others have delightful outings planned, one for July and one for August, to some park or summer resort.

To promote sociability, all clubs serve light refreshments at their meetings.

Eleven clubs are working for dental or well-baby clinics, with astonishingly large sums of money set aside for this purpose. Thirty-five fresh-air kindergartners were supplied with woolen suits. Twenty clubs tell of the hot lunches, cocoa, or milk served to the undernourished children of their schools. Also, under the head of "Health and Hygiene," must be included the mention of the three high school clubs, who are doing such effective work in the lunch room departments of their respective schools. Eleven other clubs, who, for nutrition work, have purchased scales for weighing and measuring the children. Many clubs have bought gas or electric stoves, cooking utensils and cups and saucers for the convenience of the teachers, and for the purpose of serving the children their lunches or their cocoa.

Two successful classes were organized in Red Cross hygiene.

As educational contributions, one club is paying for a Domestic Science and Manual Training Department in the school; two others have purchased educational films at the cost of two hundred dollars, still another stereoscopes. Ten more clubs bought books for school libraries. One organization hired a professional musician to direct the school orchestra one day each week. Two more clubs provided school librarians to distribute books, sewing and millinery teachers were provided for by ten clubs, and nine schools have dancing classes because of the P.T. A. or Mothers' Club.

Various petitions for new school buildings, better equipment, kindergartens, etc., are reported. One church club helps to defray the expenses of young people attending the summer school of Religious Education at Northfield, and another club finances a physical director for the boys and girls in the fifth, sixth, seventh, and eighth grades.

Under "School Welfare" are comprised many worthwhile accomplishments and endeavors. Many telephones were installed by the clubs, dark shades provided in the school hall for use in moving pictures, painting and furnishing six teachers' rooms, flags, all kinds of supplementary books, mimeograph, pencil sharpeners, toys for kindergarten, playground and athletic equipment (one club alone being responsible for over \$800 spent on playground equipment), safe for principal's office, vacuum cleaner for school, moving picture machine, water heater, pianos, first-aid kits, disinfectants, toilet for kindergarten, improved sanitary conditions, pins for honor students, receptions to new school principals, ferns and pictures for school use, sculptures, soap containers and towels, shrubs and flowers, ten volumes encyclopedias, Victrolas and records, and last, but not least, gifts of money to school funds for the principal and teachers to use for the betterment of the children.

All clubs have remembered sick or bereaved members with fruit, flowers or kindly notes of cheer and sympathy.

It is with difficulty that I have tried to express briefly the accomplishments of these clubs. Is it any wonder that our souls are filled with enthusiasm over this most profitable work?

TEXAS

Last spring we sent out to our 800 organizations a questionnaire asking for certain information which we very much desired. One hundred and ninety-six were returned. We admit we were disappointed, but we believe we shall have 100 per cent response next time. Below is the result from the tabulation of the 196. We thought it might be interesting to those who failed to respond as well as to those who sent in their report.

Number of members—men, 1314; women, 10,067.

Number taking CHILD-WELFARE MAGAZINE—223.

Number P.-T. A.'s observing Child-Welfare Day—67.

Number of evening meetings held—374.

Number of P.-T. A.'s observing visiting days—93.

Number of visitors on these days—5,050.

Number of P.-T. A.'s establishing hot lunches, cafeterias, or milk stations—47.

Amount of money raised during the year—\$45,541.94.

Number of P.-T. A.'s using regular programs—141.

In the spring the Parent-Teacher Association at El Campo gave a housewarming in the beautiful new High School building completed last fall. The public was invited, and a program was carried out and an enjoyable evening spent by all in attendance. After the program the classrooms were opened for inspection and various forms of work done by the pupils were on display throughout the evening. The P.-T. A. has been beautifying

the grounds by planting trees, flowers and a hedge. Four different organizations of the town, The Sons of Herman, Knights of Columbus, Masonic Lodge, and the American Legion Band, contributed palms which were planted on the grounds as memorials to these orders. Other loyal and public-spirited citizen donated palms. A new piano has recently been purchased for the school auditorium.

Many school boards appreciate the work of the P.-T. A.'s in their respective neighborhoods and cities. Perhaps we should say all do, but not all boards make such public and whole-hearted avowal of their recognition of the value of the work of this organization as the San Marcos Board did at a recent meeting. As a body it passed resolutions and had them published in the local paper.

1. Whereas, The Parent-Teacher Associations of our public schools have been making a systematic study of child problems related to home and school to the end that better understanding leads to a closer co-operation between home and school:

2. Whereas, School visitation has been made to the end of discovering and supplying needs as well as to arrive at solutions of individual problems as related to special cases:

3. Whereas, These associations have aided in the health work among the children, added to the library, playground, and built concrete walks, and in other ways added to the material needs of the various schools, and,

4. Whereas, These organizations have succeeded in contributing a finer and more enthusiastic school spirit as the year advanced, therefore,

Be it Resolved, That we express as an entire Board our sincere thanks and appreciation for the lofty purposes and worthy accomplishments of these several associations and solicit their continued efforts to the end that our children shall have educational opportunities commensurate with the best.

Another School Board writes as follows:

"Dear Friends:

At the meeting of the Farmersville School Board, a motion was unanimously passed instructing me to write you a letter assuring you of our application of the laudable work you have been doing for the betterment of our school.

We want to thank you, especially, for the recent donation of \$100 for reference books and supplementary reading, which will be of valuable assistance to every pupil in school.

We also desire to express our gratification for the improvement of the stage in the auditorium of our school building recently done by your association. The improved appearance of the stage was commented upon by many during the recent entertainments given at the school building.

The School Board as a whole, realizing the valuable assistance the Parent-Teacher Association is giving to our school, desires to be more intimately identified with them. We, therefore, request your secretary to enroll each and every member of the School Board as members of your association, and accordingly enclose check for \$7.00 in payment of our dues for the year.

We hope every parent in our school district will follow our example and rally around the ban-

ner set up by the Parent-Teacher Association, and many great things will be accomplished for the educational advancement of our children.

Yours very truly,

J. L. PURVIN,

Secretary of the Farmersville School Board."

Mrs. Dora Barnes, clothing specialist, who had charge of the Texas Clubs Girls' Clothing Contest, sends the following letter to the president:

"DEAR MRS. MARRS:

I regret very much that you could not be here for our Short Course, and especially for the Clothing Contest. We had 2,077 girls from seventy counties enter the Texas Club Girls' Clothing Contest. We had eighty-five entries from sixty-two counties. I think it would have done your soul good to see the work that these girls are doing and see how happy they were upon receiving their prizes.

The State Committee spent the \$100 which the Texas Congress of Mothers and Parent-Teacher Associations gave as a prize."

Mrs. Leo Hume, Eagle Pass, is president of the Parent-Teacher Association of her city, and has extended its usefulness to the Mexican population by organizing a Parent-Teacher Association for the Mexicans and helping them with their programs. Mrs. Hume writes, "Our meetings have to be conducted in Spanish and this calls for a lot of translation. This is uphill work, but I believe it will be worth while. We have had programs showing the work Mexican children are doing in school and the 'Padres' seem very much pleased. This P.-T. A. was organized with fifty-eight members."

VIRGINIA

The Virginia Parent-Teacher Association is growing rapidly. Great inspiration was received from the National Convention at Louisville, Ky., by the Virginia delegates, Mrs. Harry Semones, president; Miss Mary R. Lemon, junior worker; Mrs. T. J. Hughes, press chairman, and Mrs. Fillmore Tyson, of City Point, Va. This vast convention of busy women from all parts of the United States, Canada, and South America, banded together to help the children of the world, was a vision long to be remembered, and one which made our souls glad.

The most pleasing feature of our spring work along P.-T. A. lines was the visit to Virginia of our National Field Secretary, Mrs. Winifred Carberry, whose visit so inspired us to greater achievement that her sojourn among us will be long remembered by the P.-T. A. workers over the State. Her quick grasp of the situation in Virginia, with her words of encouragement, endeared her to the people of this State. The State Board tendered resolutions of thanks to the National for the pleasure of Mrs. Carberry's visit.

Several new organizations have been formed recently, and news comes to the State office daily of other organizations being formed; in fact the board is considering a plan whereby the services of a competent secretary may be secured, which will greatly facilitate matters, and give our president a lift with her task which is becoming more arduous each day.

At our board meeting in Lynchburg, which was attended by seventeen enthusiastic members, it was voted that we have a State Bulletin, issued

monthly, and a committee was appointed for that purpose. Since then plans have been partially perfected for a sixteen-page State Bulletin, the magazine being sent out from the State office here. Educational advertisements will be solicited by the business manager, which will pay for the issue of the magazine. The first edition will be ready for the November State meeting at Richmond.

One of the most encouraging features of our summer work was the Parent-Teacher course which was given at the University of Virginia to the summer students. Students from other States as well attended these lectures, and Dean Maphis co-operated in every way to make a success of the Parent-Teacher Association feature at the university. While at the university our State President was invited by a superintendent to address a body of citizens from Charlottesville regarding the Parent-Teacher work, which she did, and as a result of this plans were made to perfect four P.-T. A.'s in the early fall. Similar lectures were given at four of our State Normal Schools at Farmville, Williamsburg, Harrisonburg, and Radford, by Mrs. Semones, Miss Lemon and Mr. J. L. Carter, of Roanoke. Mr. Carter is one of our most ardent P.-T. A. workers in Virginia, giving freely of his time and talent to the cause which he loves. All these sessions were attended splendidly by the students.

At a recent board meeting at Roanoke a State organizer was appointed; Miss Mary Ruth Lemon, of Fincastle, Va. Miss Lemon is a woman of rare attainments, having been an enthusiastic worker in the P.-T. A. since its organization in Virginia, and being especially interested in the junior work, having taught in the schools of Virginia several years. She will begin her first duties at a P.-T. A. and Farm Bureau picnic in Botetourt County, at which time a P.-T. A. speaker will be on the program. County folk for miles around will be at this gathering, and will take the news back into the mountain districts. Plans are being made for booths for P.-T. A. publicity at the Roanoke and Galax Fairs; this also helps to introduce this work to the counties.

The State office has sent out letters to the various State Superintendents regarding places on their County Institute programs for P.-T. A. speakers, and numerous replies have been received designating space on their programs for such a speaker.

At the recent board meeting here plans were also made for the State meeting at Richmond, November 27 and 28. The president has sent out letters to the various organizations of the State requesting representation at the convention, and also good reports of the work done for the year. Prominent speakers are being secured for the meeting, and a good convention is anticipated.

During the summer months the various organizations over the State have not accomplished much work, except to formulate plans for the winter work, and get that under way, but some of the P.-T. A.'s have had lawn fêtes, pageants, etc., to raise funds for school equipment. The Fort Hill P.-T. A. at Lynchburg recently had a "get-together" meeting, which not only afforded a good time for the whole neighborhood, but realized a neat sum for the treasury, and from which they made a donation to the State work of Virginia.

WASHINGTON

With a membership of 50,000 as the goal, Washington is opening the Parent-Teacher year with enthusiasm. The call for more organizations in rural districts has been a deciding factor in the county organization plan which the State President, Mrs. Victor H. Malstrom, will outline. Definite work will be done presumably through county superintendents of schools who will be in a position to supply lists of all schools. The value of county divisions of Parent-Teacher Associations will be stressed and extension work will be carried on through this medium where possible. Although twenty-seven of the States' counties have Parent-Teacher or mothers' organizations, twelve have no affiliation with the State Branch. These will be reached, not so much to swell the State membership as to supply definite effort for residents of rural communities who have at this time no particular knowledge of child welfare or the splendid things yet to be accomplished for both children and parents. State officers plan to make the rural organizations the real backbone of the State Branch, by placing them in the lead in community work.

A very helpful outline of the year's work with many suggestions which may be used by other organizations has been sent in by the Central-Washington Parent-Teacher Association of Charleston, Kitsap County.

A successful membership contest with points given for new members, attendance and for new members taking part in the monthly programs is reported. A large pennant in the association's colors, which rotates each month to the room with the best attendance of parents and teachers, creates interest. Other projects undertaken are a weekly column in the local newspaper; bi-weekly nutrition classes in both schools; sales to raise funds for a motion-picture machine for one school; a cup and saucer shower; food and clothing collected and distributed to needy families at Christmas; supplies purchased for school nursing class which included blankets, pillows, cot, first aid kits and thermometers, printing outfit, pencil sharpener, Victrola, plants and gymnasium equipment were presented. These people did not adjourn for vacation, but organized summer classes for boys and girls, to include sewing, canning and gardening, with able leaders under the direction of the State College. Excellent programs have been enjoyed throughout the year, many given entirely by members.

The association in the Central School at Bremerton introduced the sale of milk and all underweight students are supplied regardless of their ability to pay. The local dairy co-operated by furnishing milk at wholesale which about took care of the expense of the milk given free.

Loan papers from the State Department have supplied the foundation for many successful programs planned by the Annapolis Parent-Teacher Association of Kitsap County. Books from the State Traveling Library have been obtained, bringing good reading to the district for both children and adults. A school library is in the process of formation, the books being selected with care by a special committee. Swings and rings have been put in place on the grounds. Musicales and dancing parties have netted funds for special work of

the organization. The Parent-Teacher Association and the local athletic club joined in plans for a happy Christmas celebration, the entire community attending.

Grays Harbor County has stressed home efficiency and nutrition in twenty-one districts during the year. Many families report the adoption of better food habits and teachers are asking for specific aid along nutrition lines, resulting in a general improvement in the health and happiness of the residents. Demonstrations have been given by the county demonstration agent which have led to the purchase of family cows and the planting of larger vegetable gardens. Two hundred and fifty-six children were brought to normal weight, children's clubs have been formed and an intensive work for child welfare is evident.

The Kelso organization in Cowlitz County made a record for reorganization this year. Three mothers' clubs were organized which were later changed to enthusiastic Parent-Teacher Associations affiliated with the State Branch. The Washington Association gained a membership of sixty through the co-operation of the school children. This group plans to equip the gymnasium next year.

The Wallace Association served hot lunches and bought a Victrola on the installment plan.

Through the interest taken by the members of the Port Townsend (Jefferson County) Parent-Teacher Association, the general character of the high school dances has been improved by discouraging "moonlight" numbers, and disapproving public dances given by outside organizations for high school classes. Child welfare and educational measures were given careful consideration during the recent session of the Legislature. Hot lunches will be instituted in the grade school next year.

The McCleary Association, in Grays Harbor County, began the year with a determination to raise the health standard of the children of the town who were found to be 50 per cent under weight. Nutrition has therefore been the chief interest, with the result that the fall percentage has been lowered to 18¾. Scales for weighing and milk have been provided by the organization and a general health and nutrition crusade featured.

From a school with but about 38 pupils, the Littell Parent-Teacher Association in Lewis County has developed a membership of 34. Healthful recreation has formed the basis for endeavor, resulting in a baseball park with equipment and upkeep for boys, young men and fathers of the entire community. A croquet set was bought for the young children and a tennis court is being planned for the older girls.

Sunnyslope school in Chelan County has a live Parent-Teacher organization which is doing active work for community betterment. The co-operation between patrons and teachers is marked and social affairs are planned to bring the residents together in the school house. A handsome gymnasium with chairs has been provided through the association and a first-class water system installed. This group displayed a fine public spirit by entering a beautiful float in the "Apple Blossom Day" parade given at Wenatchee this spring. The float won third prize.